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ABSTRACT

Link courses and other cooperative educational programs designed for secondary school students in New South Wales were evaluated in 1979. Link courses/programs are instructional sessions in which secondary students attend a postsecondary institution, or in which postsecondary faculty give lessons to students at the secondary school. The study was based on interview and questionnaire responses from students and staff. Based on the findings, information is presented on the following: extent of provision, types of courses, course organization, student population, selection of students, curriculum and instruction, human and material resources, visits to industry, insurance arrangement, assessment of students, and problems/constraints. It was found that a majority of participants felt positively about their experiences and wished the programs to continue. In nearly all programs, the extension of educational opportunity to study in an adult environment or the exposure to a more adult work-force-oriented situation were seen by participants as major benefits. In the majority of cases secondary students received instruction in classes separate from technical and further education students (the postsecondary students). Questionnaires also enabled respondents to indicate, in their own words, the aims of the link offerings and the extent of achievement of aims. Information on the evaluation plan, sample questionnaires, and sample interview questions are appended. (SW)

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EVALUATION OF LINK COURSES AND OTHER CO-OPERATIVE EDUCATIONAL PROGRAMS IN NEW SOUTH WALES DURING 1979

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March 1980

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MARCH 1980

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PREFACE

This evaluation was carried out under the direction and supervision of the Link Course Sub-committee of the N.S.W. Education Co-ordination Committee. The membership of the Sub-committee was:

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The Evaluation Team gratefully acknowledges the contributions of all those who gave assistance during the course of the enquiry. We are particularly indebted to people in schools and TAFE colleges who completed questionnaires and participated in interviews.

A. J. Craig B. Gothe A. Swinson

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

References have been made in a number of contexts to link courses as a worthwhile educational development. The 1977-79 Triennium Report of the Technical and Further Education Commission[1] recommended that funds be provided by way of particular purpose grants for the encouragement of links between the school and the technical and further education systems. The O.E.C.D. report on Australian education policy (1977)[2] identified link courses as a means of facilitating job choice. The Australian Education Council Working Party on the Transition from School to Work in its first Report[3] recommended that opportunities be provided to school pupils to explore options for vocational choice as widely as possible to counterbalance any emphasis that may be present upon academic preparation for tertiary study. In its second Report[4], the Working Party included the following specific comments on link courses:

> The provision of link courses could be useful where regional technical colleges are available to cooperate in the courses, enabling students to undertake courses of relevance to their future occupational choice or personal development. In a time of high unemployment the training gained through a link course could assist future school leavers with relevant experience and knowledge to meet more satisfactorily employer demands and expectations or to prepare them for a lifestyle which may be quite different from the present one, with periods of leisure, recurrent education and unemployment/employment.

In New South Wales, a number of secondary schools and post-secondary institutions (in particular, TAFE colleges) have been conducting programs involving a degree of co-operation between institutions. The number and scope of such programs has exparded considerably in the last two years. To review the situation, the Education Co-ordination Committee, of the N.S.W. Minister of Education, formed a sub-committee on 'link courses' in March 1979. This sub-committee included representatives from the departments of Education and Technical and Further Education and the Higher Education Board.

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1. First Report of the Technical and Further Education Commission. Report for the Triennium 1977-79, AGPS, Canberra, 1976.
2. Australia: Transition from School to Work or Further Study. Reviews of National Policies for Education, OECD, Paris, 1977.
3. Commonwealth/State Working Party on the Transition from School to Work or Further Study. First Report, October, 1977. AGPS, Canberra. 1978.
4. Commonwealth/State Working Party on the Transition from School to Work or Further Study. Second Report, December, 1978. AGPS, Canberra, 1979.

Its terms of reference were as follows:

- . to establish the aims and objectives of Link Courses;
- . to survey Link Courses at present being offered by schools and technical colleges;
- . to assess the appropriateness of present operations in terms of agreed aims and objectives;
- . to examine the administrative aspects of Link Courses, for example, patterns of attendance, staffing arrangements between participating institutions;
- . to make recommendations upon desirable future developments between the school, technical and further and higher education sectors of the portfolio;
- . to make recommendations as appropriate on policy guidelines for the future development of Link Courses.

This sub-committee recommended in the latter half of 1979 that link courses in the State be evaluated by a group consisting of representatives of the three sectors.

The following brief was provided by the Sub-committee on Link Courses to the Evaluation team. The Sub-committee defined the objectives of the evaluation study as:

- . to identify the actual aims and objectives of the courses;
- . to determine to what extent these match the aims drafted by the Sub-committee;
- . to describe the processes under which courses operate, and any constraints upon those processes;
- . to determine to what extent the courses achieved their stated aims;
- . to determine any other outcomes of the courses.

As a means of obtaining a better understanding of the breadth and nature of courses operating within the State, the Sub-committee on Link Courses asked the Evaluation Group to investigate not only link courses but also other co-operative educational programs as well.

The product of the evaluation was to consist of a Report to the Link Courses Sub-committee, which would be used as a *basis* for the formulation of policy recommendations to the Education Co-ordination Committee.

1.2 DEFINITION OF THE PROGRAM

The program included link courses and other co-operative educational programs, which were designed for high school students, and which involved some co-operation between the staffs of schools and post-secondary institutions. A preliminary definition of a link course developed by the Sub-committee stated:

> A link course is a course for students enrolled at a secondary school. It is developed and implemented jointly by the staffs of the school and a post-school educational institution. Each institution recognises the course as an integral part of its curriculum.

The Sub-committee also developed a statement of aims of Link Courses which is shown in Appendix A.

For the purposes of this evaluation, however, a link course or other co-operative educational program was defined as:

> a series of instructional sessions, in which secondary school students attend a post-school institution (university, CAE, TAFE college), or in which teachers/lecturers from a post-school institution give lessons to students at the school itself.

It was on the basis of the latter, wider definition that the evaluation was conducted. Consequently, references in this Report to 'programs' or 'courses' are to co-operative educational programs in general. Differences in the nature and operation of such programs are detailed, where necessary, in Chapter 3.

CHAPTER 2

DESIGN AND METHODOLOGY

2.1 GENERAL PLAN FOR EVALUATION

The program was very diffuse in that it had a variety of courses for different kinds of students in centres spread around the State. The Evaluation Group was unable, given the time available and the scope of the task, to carry out as full an evaluation as desired. In addition the Group considered that, strictly-speaking, this was more a descriptive survey, that is an information-gathering exercise, than a "pure evaluation". However, the terms "evaluation" and "survey" are used interchangeably in this Report.

The evaluation focussed on descriptive data and perceptions of link and other co-operative programs, as revealed by responses to questionnaires and interviews. Respondents were asked to identify their institutions in the data-gathering stages, but anonymity was ensured in data analysis and reporting.

Two previous evaluations[1] of link courses had been conducted, in each case concentrating on a small number of institutions. This survey attempted to complement the previous studies and was more comprehensive in terms of coverage of courses across the State.

The major constraint in the evaluation was that of time. The Evaluation Group had three months initially in which to complete the investigation. This was found to be unrealistic and the reporting date was postponed until some months later. The time constraint was an important factor which affected the design of the evaluation and the nature of this final Report.

The evaluation was conducted in four distinct, but overlapping, stages: (a) pilot - development and testing of instruments; (b) survey - questionnaires to all TAFE colleges and to all schools which had been identified as having co-operative programs; (c) visitation - visits to local areas for interviews; and (d) analysis and reporting. An overview of the evaluation plan, which was presented to the Link Course Sub-Committee in September 1979, is shown in Appendix B.

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1. Taylor, N. Link Programme for Deaf High School Students: An Evaluation Research Report, Student Counselling Service, N.S.W. Department of Technical & Further Education, October 1978.

   Report of Evaluation Team on Pilot Link Courses Conducted During 1978. Members of the Curriculum Services Division, N.S.W. Department of Technical & Further Education, February 1979.

2.2 *INSTRUMENTS*

Interviews - Structured interview schedules, which are shown in Appendix C, were devised for the different interviews undertaken:

(a) Principal/Teacher Interview Schedule - this was used to interview the staff of both institutions and it allowed perceptions of the program to be compared between institutions;

(b) Student Interview Schedule - this was used to interview school students (usually in class groups at the college) and it provided a third perspective of the program.

Questionnaires - Two questionnaires were constructed, one for TAFE colleges and another for schools. They both comprised a series of fixed response and open-ended questions, which were designed to provide both quantitative and qualitative data to meet the defined objectives of the evaluation. As well a 'student checklist' (short questionnaire) was completed individually by students. Copies of questionnaires are shown in Appendix C.

2.3 *POPULATIONS AND SAMPLES*

Interviews - A sample was selected from the forty TAFE centres involved in any courses with high schools, consisting of 6 metropolitan and 4 country colleges which had links with more than 37 high schools. In addition, one college of advanced education, linked with one secondary school, was included. A purposive selection process, based on information that was available on link courses, was used to ensure a more representative sample than would have been obtained by mere random sampling. Technical colleges and the related schools were selected on the basis of one or more of the following characteristics:

(a) Geographic Location
  (i) Metropolitan
  (ii) Country

(b) Syllabuses
  (i) Link (exploratory) and Link (taster)
  (ii) Link (skill)
  (iii) School syllabuses (both Secondary Schools Board and Board of Senior School Studies)
  (iv) TAFE syllabuses

(c) Type of School
  (i) Government
  (ii) Non-Government

(d) Students
  (i) From the normal school population
  (ii) With specific disabilities

(e) Subject Area

(i) Typing

(ii) "Sheep and Wool"[1]

(iii) Building Trades

(iv) Electronics

(v) Engineering Trades (incl. Welding & Metal Fabrication)

(vi) Fashion

Careful organisation of the visits was undertaken and specific appointments were made with principals, teachers and students who were interviewed on the days of the visits.

Questionnaires - A census of the 79 TAFE institutions in the State was undertaken. Altogether 117 Government and 40 non-Government schools in the State, which were thought from a previous survey or from other sources to be co-operating with a TAFE institution on one or more co-operative educational programs were sent questionnaires.[2] Institutions were sent one or more questionnaires, depending on how many programs they were thought to be running. Details are provided in Section 2.5.

Student check lists were given to all students interviewed by the Evaluators, and also to some students who were not at the TAFE institutions on the days of the interviews, via schools' careers advisers or teachers. A total of 197 students were given checklists.

2.4 PROCEDURES

Pilot - The instruments were constructed, trialled and then refined accordingly. The interview schedule for Principals/Teachers was trialled at a Technical College by the three evaluators on the team. The group interviewed included the Principal, some TAFE teachers and a number of careers advisers from high schools in the area. The questionnaires and student checklist were trialled informally with careers advisers and education staff.

Interviews - Interviews were conducted at selected TAFE colleges, high schools and at one C.A.E. The interviews were generally centred around the TAFE college. The interviews took place over a period of about three weeks and included group and individual interviews at institutions and also some telephone interviews.

Visits to colleges and schools were always undertaken by at least two members of the evaluation team. Wherever possible, one person would conduct

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1. Sheep and Wool includes Sheep Husbandry and Wool Science (School Certificate-Secondary Schools Board Syllabus), Sheep Husbandry and Wool Technology (Higher School Certificate - Board of Senior School Studies Syllabus) and other related courses such as Wool Classing.
2. The one C.A.E., and its linked secondary school, were not sent questionnaires.

the interview and another would take notes. Each member of the team participated as interviewer and note taker on different occasions. Wherever possible each evaluator had an opportunity to interview a variety of people for example, principals, teachers, careers advisers and students.

Questionnaires - Letters and accompanying questionnaires were mailed to the principals of schools and TAFE colleges, seeking their co-operation in the enquiry. Principals were invited to complete questionnaires themselves (in consultation with staff) or, if they considered that members of their staff had taken prime responsibility for co-operative programs, then they were asked to give them the questionnaires to complete. To improve the response rate, a return envelope was provided and a reminder letter was sent to each institution after two weeks. Student checklists were completed on the days of visits under the supervision of the Evaluators or careers advisers or teachers.

2.5 DATA AND ANALYSIS

Data used in the analysis consisted of 46 interviews, 50 questionnaires completed by TAFE staff, 54 questionnaires completed by school staff and 197 'checklists' (short questionnaires) completed by school students. All numeric analyses were based on actual numbers responding to each particular item on questionnaires (i.e. non-responses were excluded). The number of cases used in each analysis is indicated at the top of each table in Chapter 3.

Total numbers of questionnaires sent, returned and processed are indicated in Table 1. As a separate questionnaire was requested for each course, most institutions were sent more than one questionnaire. Response rates per type of institution are given in Table 2. Questionnaires returned very late, or with data in unsuitable format, were omitted from quantitative analysis, but were read and treated in much the same manner as interview data. The same approach was taken with letters received from institutions. While the return from non-government schools was lower than that from government schools and TAFE colleges, the overall response was considered satisfactory for a survey of this kind.

TABLE 1: Total number of staff questionnaires sent and returned.

Questionnaires	Gov't. Schools	Non-Gov. Schools	All Schools	TAFE Colleges
Sent out	271	91	362	153
Returned completed and processed by ADP	40	14	54	50
Returned with 'nil return' i.e. no courses running	157	17	174	49
Returned, in format unsuitable for processing by ADP	1	1	2	2
Returned late	5	2	7	3
% Response Rate	74.9%	37.4%	65.5%	68.0%

It should be noted that school and college responses did not necessarily correspond in respect of the courses described: for example, one course may have involved one college and three schools, all three of which responded, while another may have involved one college and one school. A number of schools appeared not to have responded in respect of programs which their students were attending outside school hours, while some TAFE colleges did include such programs in their responses. The total number of courses in respect of which quantitative data was available, was taken from the number of TAFE questionnaires returned i.e. 50. (For qualifications regarding this, see text in 3.1.2.)

TABLE 2: Response rate to staff questionnaire by type of institution.

	No. of Institutions Sent Letter & Questionnaire(s)	No. and % of Institutions Responding to Survey	No. of Institutions Providing Completed Questionnaires For Analysis	Total Number of Questionnaires Used In Analysis
	(1)	(2)	(3)	(4)
Government Schools	117	68 (58.1%)	32	40
Non-Government Schools	40	18 (45.0%)	11	14
TAFE Colleges	79	59 (74.7%)	33	50

Note: Numbers are smaller in Column 3 than in Column 2, because many institutions were not running co-operative programs. Numbers are greater in Column 4 than in Column 3 because some institutions were involved in more than one program.

Interview notes were taken under headings and were later written up as reports which had a common format. Some reports consisted of individual interviews, some of small group interviews and a third group was made up of a combination of all staff and students interviewed at a centre. Student checklists and staff questionnaire data were checked and edited and were then punched for computer processing. Analysis consisted mainly of frequency tables but some cross-tabulations were undertaken. Content analysis was undertaken of the open-ended items.

CHAPTER 3

FINDINGS

3.1 THE ORGANIZATION AND OPERATION OF CO-OPERATIVE EDUCATIONAL PROGRAMS

3.1.1 Extent of Provision[1]

Staff respondents from schools and colleges were asked to answer questionnaires only if students had been involved in a link course or other co-operative educational program during 1979. About 71% of college respondents indicated that the program in respect of which they were responding was one currently being conducted during the time of the survey (third term of 1979), while 29% stated that the course had been completed earlier in the year (Table 3).

TABLE 3: Percentage response to - "The Program in respect of which you are responding is one which:" (n = 48)

Response	% Response Colleges
was conducted in 1979 and is now completed	29.2
is currently being conducted	70.8

Approximately 54% of college respondents indicated that the course discussed in the survey was not the first of its kind at the institution (Table 4). Of these college respondents, over half reported that they had run the same type of program on one or two previous occasions either during or prior to 1979 (Table 5). Moreover, the same course had been conducted before 1979 on 3 to 10 occasions by a further 20% of colleges and on 20 to 30 occasions by a further 16% of colleges. Interview data confirmed that in some areas there was a long tradition of co-operation between schools and colleges. For example, in some country towns of N.S.W. courses had been running for well over 20 years in 'sheep and wool' and for at least 15 years in 'typing'. Parents were said to have a high regard for such courses and, in many cases, an expectation that they would continue to be available for their oncoming children. Many of these courses were servicing non-government schools.

TABLE 4: Percentage response from colleges indicating whether the course was the first of its kind in the particular subject area at the institution (n = 48)

Yes	45.8%	No	54.2%

1. There were cases reported of co-operative programs which had been considered but did not run, because college staff were under the impression that they were outside approved TAFE guidelines. Almost identical programs, however, were running elsewhere.

TABLE 5 : Percentage response from colleges indicating the number of previous occasions that the same type of course was offered during 1979 and before 1979.

Time		No. of Previous Occasions					
		0	1	2	3-10	11-30	
During 1979 (n = 19)	%	26.3	31.6	21.1	21.1	0	100[1]
Before 1979 (n = 25)	%	8.0	28.0	28.0	20.0	16.0	100

Note: The percentages shown are based on those colleges which indicated that the course was not the first of its kind at the institution.

3.1.2 Types of Courses

TAFE colleges were asked to indicate the subject area of the program in respect of which they were responding (Table 6). A very wide variety of areas was indicated, with 25 program titles involving 15 TAFE teaching schools. There was also one instance of secondary staff teaching industrial arts subjects, using TAFE premises and some TAFE equipment.

A number of programs involved more than one TAFE teaching school. Some were 'tasters' in which students were exposed to a range of subject areas through a series of brief sessions. Each of these could reasonably be regarded as a single program. In other cases, the interpretation of a single program was based on the student group involved, rather than the subject area. For example, courses in three trade areas for mentally handicapped students were regarded by the responding college as *one program*, although the course in each subject area was of considerably more than 'taster' length. The perceptions of respondents regarding what constituted a program were not entirely consistent - due in part, it appears, to the diverse and complex range of co-operative programs surveyed.

The distribution of programs across TAFE teaching schools is indicated in Table 7. Care must be exercised in interpreting such data as indicating the extent of involvement by particular TAFE schools. Not only did student numbers and staff hours vary from program to program, but the programs differed in respect of curriculum source and approach. Of the 40% of programs involving Secretarial Studies, over half appeared to be standard TAFE courses (e.g., Stage I Typing), in many cases attended by school students after school hours and sometimes in classes together with other TAFE students. These courses were particularly prevalent in country areas.

Another TAFE school which was involved in a substantial number of co-operative programs (16%) was Rural Studies. The majority of these programs were again in the country, and they involved either Secondary Schools Board or Board of Senior School Studies 'sheep and wool' curricula, which were not 'link courses' in one sense, but nevertheless indicated the extent of co-operation across educational sectors.

1. In most tables percentages have been rounded. Responses may actually total from 99.0 to 101.0, but all are shown as 100%.

TABLE 6: Subject Areas of Courses, as Described by College Respondents (n=50).

Subject Area[1]	% Response Colleges	TAFE Teaching School(s) Involved
'Sheep & Wool' (see def'n P. 6)	12	Rural Studies
Typing	26	Secretarial Studies
Electronics	4	Electrical Engineering
Welding	4	Engineering Trades
Hairdressing	2	Hairdressing
Fashion	2	Fashion
Carpentry and Joining	4	Building
Secretarial Studies/Office Skills etc.	10	Secretarial Studies
Home Science	2	Home Science
Spray Painting (for SSP)	2	Vehicle Trades
Chemistry and Metallurgy (High School Enrichment)	2	Chemistry and Metallurgy
Art and Design	2	Art and Design
Farm Structures (Woodwork)	2	Building
Automotive and Allied Trades	2	Automotive and Aircraft Engineering
Automotive and Welding	2	Automotive and Aircraft Engineering/Engineering Trades
Sheetmetal/Boilermaking	2	Plumbing and Sheetmetal/ Engineering Trades
Small Business and Retailing	2	Business Administrative Studies
Engineering Trades	2	Engineering Trades
Plumbing/Welding/Panelbeating (for mentally handicapped)	2	Plumbing and Sheetmetal/ Engineering Trades/Vehicle Trades
Farm Workshop Practice	2	Engineering Trades
Garment Assembly	2	Fashion
Textiles (School Enrichment)	2	Textiles
Woodwork/Metalwork/Ceramics	2	Nil (Secondary School Staff on College premises)
Industrial Arts/Science Enrichment	2	Various - unspecified
Taster programs (various subjects)	4	(Automotive and Aircraft (Engineering; Engineering Trades; (Secretarial Studies; (Home Science; Art and Design; (Rural Studies; Fashion
	100	

1. The specific wording of program titles was even more diverse than indicated above. Titles which appeared very similar were included in one category. Also, both School Certificate and Higher School Certificate 'Sheep and Wool' courses were included in a single category.

TABLE 7: Involvement by TAFE Teaching Schools in Co-operative Programs

Teaching School	% Programs in Which Involved	% Programs in Which It is *Only* School Involved
Secretarial Studies	40	36
Engineering Trades	18	8
Rural Studies	16	12
Building	10	6
Automotive & Aircraft Engineering	8	2
Fashion	8	4
Vehicle Trades	8	2
Art & Design	6	2
Home Science	6	2
Electrical Engineering	4	4
Plumbing & Sheetmetal	4	-
Business & Administrative Studies	2	2
Chemistry & Metallurgy	2	2
Hairdressing	2	2
Textiles	2	2

Note: Some programs involved more than one teaching school, and one program (i.e. 2%) involved secondary staff. Columns do not sum to 100%.

The above findings were consistent with the responses in 3.1.6 (Curriculum and Instruction), which indicated that between 20% and 38% of curricula were standard TAFE curricula, while up to 13% were standard School Study Board curricula. It appeared that about half of the programs surveyed approximated 'true' link courses in the sense that curricula were designed specifically for these courses. The type of award made was also relevant: the 'sheep and wool' students received credit at either the S.C. or H.S.C. level, while many of the typing students received a TAFE award. Both in respect of curricula and awards, the 'sheep and wool' and typing courses are well established.

The wide diversity of courses other than 'sheep and wool' and typing was reinforced by interviews and by questionnaires not included in quantitative processing (due to their incomplete nature or late return). Courses specifically for the hearing-impaired and for the mentally handicapped were also offered in a range of subject areas.

3.1.3 Course Organisation

The majority of courses were organised on the basis of two or three hour sessions per week, although there was considerable variation in the remainder (Table 8). Some courses, such as some of the "taster" kind, had sessions as short as 40 - 60 minutes, while at the other extreme a course for handicapped students consisted of one 8 hour session each week. Interview data revealed a variety of opinions about the appropriate length of sessions for co-operative programs, within and across subject areas. Some students apparently found the sessions too long, in comparison with their normal school periods, but most enjoyed the

opportunity to concentrate for an extended period on something in which they were really interested. In general, courses which contained a high practical work component (e.g. welding, fashion, sheep and wool) were seen by staff and students to be more suited to longer sessions than those with a high theory component.

TABLE 8: Length of sessions in hours for co-operative programs, as reported by college respondents (n=50).

No. of Hours	<2	2	2½ to 3	4 or more	
% Response Colleges	20.0	18.0	46.0	16.0	100

The total length of programs varied considerably across colleges as shown in Table 9. The modal number of sessions was reported to be 36 (28% of college respondents), while a further 16% of college respondents reported that their program consisted of 72 sessions. It is possible that some respondents may have misinterpreted this question and given data for the whole of 1979 or for all classes being conducted at the same time. In fact the majority (60%) of colleges were running at least two classes for each course (Table 10).

TABLE 9: Number of sessions or lessons in the full program of each course, as reported by college respondents (n=50).

No. of Sessions	1	2-11	12	18	19-35	36	37-71	72	73+	
% Response Colleges	10	22	12	4	2	28	4	16	2	100

Note: The TAFE teaching year consists of 36 weeks and may be broken into terms of 12 weeks or semesters of 18 weeks each.

TABLE 10: Number of classes in parallel run for co-operative programs, as reported by college respondents (n=47).

No. of Classes	0	1	2-4	5+	
% Response Colleges	40.4	25.5	27.7	6.4	100

In interviews, most respondents indicated that the minimum number of weekly sessions required to cover adequately a particular study area was about 8-10, while the preferred length of courses was 12 weeks. The course for musically talented students ran for 5 hours per week for 36 weeks over two years; this was the longest co-operative program. Several programs planned on the basis of 10-12 weeks were shortened because of industrial action by TAFE teachers or because of organisational problems in setting up the courses. The range of courses conducted in 1979 was also reduced for the same reasons.

The vast majority (82%) of courses were conducted "entirely or mainly on the premises of the TAFE institution" - a finding confirmed independently by school and college respondents (Table 11). Nevertheless, the result that for up to 18% of courses instruction was entirely or partly on school premises, or somewhere else (e.g. community building, staff member's home), points to accommodation problems. Comments in interviews suggested that the lack of

accommodation in some colleges was a major factor restricting the number of places available for students.

TABLE 11: Location for instruction, as reported by school and college respondents (n colleges = 50, n schools = 54).

Location for Instruction	% Response Schools	% Response Colleges
entirely or mainly on the premises of the TAFE institution	81.5	82.0
entirely or mainly on school premises	11.1	10.0
other arrangement	7.4	8.0
	100	100

In about 90% of cases, courses were organized so that school students received instruction in classes separate from TAFE students (Table 12). Interviews revealed a variety of reactions to this predominant arrangement. Some students preferred the security of the intact school group and they claimed that instruction was pitched at the right level. Many others stated that there was little opportunity for interaction with TAFE students and that they felt "different" in having to appear at the college in school uniform. A few students suggested that the TAFE teachers tended to patronize them. However, most TAFE teachers considered that the separate classes for school students were more conducive to effective curriculum development and instruction than mixed groups. It should be noted that in a few courses, particularly in the trades, school students shared the same workshop with TAFE students, thus allowing some chance for informal contact between students.

TABLE 12: Arrangement of classes for co-operative programs, as reported by school and college respondents (n colleges = 48, n schools = 54).

Arrangement of Classes	% Response Schools	% Response Colleges
separate classes from TAFE students	92.6	89.6
classes together with TAFE students	3.7	6.3
other arrangement not adequately described above (e.g., some classes together, some separate)	3.7	4.2
	100	100

About 54% of courses were timetabled so that students could participate entirely during normal school time (Table 13). For the remainder of courses arrangements required student attendance outside normal school hours for at least part of the time. For example, sessions for a metal trades course in a metropolitan region were held from 8 a.m. to 12 noon or from 12.45 to 4.45 p.m. The two courses which students attended entirely during their own time were in wool classing and shearing shed experting.

included: requests in the region exceeding the ability of the TAFE college(s) to provide sufficient staff and accommodation to meet this demand, resulting in the imposition of a 'quota' upon schools; and schools participating on a 'trial' basis in new programs.

TABLE 14: Percentage response from schools indicating the number of students from each school attending co-operative programs (n=54).

No. of Students from the School	2-10	11-22	23-33	34 or more	
% Response Schools	24.2	28.0	20.6	27.2	100

The majority of college respondents (67%) reported class sizes for courses of 15 students or more (Table 15). The two most frequently reported class sizes were 15 to 17 (23% of respondents) and 18 to 20 (25% of respondents). In interviews, some teachers claimed that class sizes were too large to ensure that adequate attention could be given to each student. The special needs of school students beyond those of TAFE students, their wider range of abilities and interests, and the use of potentially dangerous equipment by inexperienced and less mature students appeared as arguments for reducing class sizes.

TABLE 15: Number of school students (on average) who attended each lesson or session of courses, as reported by college respondents (n=48)

No. of Students	8-10	11-14	15-17	18-20	21 or more	
% Response Colleges	14.6	18.8	23.0	25.0	18.6	100

Table 16 shows the percentage of school and college respondents who reported students from various school years attending courses. There was some discrepancy in the data obtained from the two sources, but it was clear that the bulk of students came from Year 10, and in about a further third of cases students came from Years 9 and 11. In interviews, school staff respondents revealed that students around Year 10 were most often chosen because they were considered to be sufficiently mature and were at a critical decision point in their life, which could be influenced by involvement in a link course or other co-operative program.

TABLE 16: Percentage response from schools and colleges indicating students from various school years attending co-operative programs (n schools = 54, n colleges = 50).

Year	7	8	9	10	11	12
% Response Schools	3.7	18.5	35.2	81.5	24.1	13.0
% Response Colleges	6.0	10.0	30.0	76.0	38.0	24.0

Note: Students from more than one school year (i.e. grade or form) may have participated in courses; percentages do not sum to 100.

Nevertheless students from all other years participated in various courses. For example, there were courses for Years 11 and 12 based on syllabuses from the Board of Senior School Studies or on school-designed "Other Approved Studies". Two thirds of school respondents reported that they sent students from one year

TABLE 13: Attendance patterns of students for co-operative programs, as reported by school respondents (n=54).

Attendance Pattern	% Response Schools
entirely during normal school time	53.7
partly school time, partly own time	42.6
entirely during their own time	3.7
	100

In interviews, students stated that any inconveniences associated with such out-of-school arrangements were minor, compared with the benefits gained. Indeed, some claimed that the early start or late finish to their day was preparing them better for the world of work. However, the problem of students missing school work was raised by students and teachers alike. The most satisfactory solution appeared to be when students missed either school periods in a subject area closely related to their course (e.g. fashion students missing school needlework classes), or school periods in a non-academic subject (e.g. sport). For this reason also afternoon course sessions were preferred more often than morning ones. Several interviewees reported misunderstandings and arguments amongst school staff concerning the time-tabling of co-operative programs. In some locations, juggling the timetables for two or more institutions seemed to be a major problem; timetabling was often the main reason why a course could only be offered to some schools and not others.

Generally travel by students to colleges for co-operative programs did not appear to require a great deal of organisation, according to comments on questionnaires and in interviews. In the vast majority of cases students made, with the approval of the school, their own arrangements which included use of buses, trains, bicycles, private motor vehicles and shank's pony. There were no travel problems for the music course because the high school and C.A.E. were located on the same site.

One common problem identified by students and teachers alike, however, was in those cases where students travelled by public transport. Difficulties were encountered in the use of student passes at odd hours of the day, particularly when the students did not wear their school uniforms. This disadvantaged many students who wished to participate in co-operative programs, as did the fact that the cost of travel generally had to be borne by students or their families. Both school and college staff agreed that travel costs should be investigated.

3.1.4 Student Population

Only 24% of schools involved in co-operative programs sent less than 11 students each, while 27% sent between 36 and 116 each, to the programs (Table 14). Interviews confirmed that if schools decided to participate, then staff generally sought to involve as many interested students as possible or else they devoted their attention to other aspects of careers education e.g., work experience. Reasons for some schools sending only a small number of students

only (e.g. Year 10) to the particular link course in question, but the remainder of school respondents indicated they they involved students from two or more years (Table 17). Indeed 13% of schools sent students from four years to the one course (generally 'sheep and wool').

TABLE 17: Percentage response from schools indicating how many school years were involved in any one course (n=54).

No. of School Years	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	
% Response Schools	66.7	9.3	9.3	12.9	1.9	0	100

The majority of college respondents (60%) stated that they involved students from more than one secondary school for any particular course (Table 18). Those courses which drew students from only one school were located in country centres, the exception being the C.A.E. which offered the music course. In interviews most respondents claimed that students appreciated the opportunity to work with students from other schools, further broadening their view of education and of life in general.

TABLE 18: Percentage response from colleges indicating the origin of students attending co-operative programs (n=50).

Origin of Students	% Response Colleges
one government secondary school only	24.0
one non-government secondary school only	16.0
more than one secondary school (all government)	20.0
more than one secondary school (non-government)	4.0
more than one secondary school (both government and non-government)	36.0
	100

A noteworthy feature of the data in Table 18 is the involvement of the non-government school sector in co-operative programs. Altogether 20% of college respondents indicated that they provided courses exclusively to non-government school students, while a further 36% involved government along with non-government school students. The latter arrangement was considered, in interviews, to be generally beneficial to students. However, some respondents from the government school sector did query the nature and extent of provision to the non-government sector, as did some TAFE staff.

3.1.5 Selection of Students

School staff respondents were asked about the degree of involvement of various persons in the selection of students for courses, apart from the right to approve/refuse entry (Table 19). Those most often seen as being involved to a "considerable extent" were the students themselves (54% of schools) and the school careers advisors (46%). A majority of school respondents reported that all persons listed, except TAFE college staff, played a part in selection to at least "some extent". Nevertheless, substantial minorities of school respondents claimed that the following groups were not concerned at all with the selection of students: the students' parents (30% of school respondents); school careers advisors (27%); and other teachers at the school (30%).

TABLE 19: Percentage response from schools indicating degrees of involvement of various persons in the selection of students for courses - apart from the right to approve/refuse entry (n ranged from 52 to 54).

Person	Extent of Involvement			
	Considerable	Some	Very Limited	None
	%	%	%	%
school principal	30.2	30.2	13.2	26.4
school careers advisor	46.2	13.5	13.5	26.9
other teachers at the school	18.9	35.8	15.1	30.2
the students themselves	53.7	33.3	9.3	3.7
the students' parents	32.1	20.8	17.0	30.2
the TAFE institution	17.3	9.6	5.8	67.3
other	2.5	0.0	0.0	97.5

The finding that two thirds of schools did not involve the TAFE college in the selection of students (Table 19) was confirmed, to a large degree. by the colleges themselves - 70% of college respondents stated that they were consulted "to a very limited extent" or "not at all" (Table 20). Moreover, 20% of college respondents stated that they did not even have the right to refuse entry to a co-operative program for any student, while a further 16% reported that they were "not sure". However, the majority of college respondents (64%) claimed that they did have such a right of refusal (Table 21).

TABLE 20: Extent to which college staff were consulted on the selection of school students for co-operative programs - apart from the right to refuse entry (n = 50).

Extent of Consultation	% Response Colleges
a considerable extent	20.0
some extent	10.0
a very limited extent	26.0
not at all	44.0
	100

TABLE 21: Percentage response from colleges indicating whether they had the right to refuse entry to a course for any student (n = 50)

Response	% Response Colleges
Yes	64.0
No	20.0
Not Sure	16.0
	100

In interviews both school and TAFE staff confirmed, to a large degree, the data from questionnaires reported above. A common sequence of events was as follows: the course was "advertised" at the school; interested students ensured that their parents signed an appropriate permission note; the careers advisor and/or other teachers, often in consultation with the principal, made

the final selection. Sometimes the last two steps were reversed in order, but the final step was usually for the college to be informed of the students enrolling for the course. Most college staff appeared content to leave student selection to the schools, but the right to refuse entry was seen as an important safeguard. A few TAFE teachers did express dissatisfaction with their lack of involvement in student selection. The prime concern in those cases was not so much a desire to make the ultimate decisions, but the lack of opportunity to consult and to provide adequate information to school staff and students. It was claimed that students sometimes had inaccurate perceptions of what the course would be like, what kind of work it involved, etc.

The interviews also revealed considerable variation across courses in the criteria used by school staff for the final selection of students. In some cases the ability level of students was a prime consideration, whereas in others students from all ability levels were involved. Students at some schools claimed that only the lower-ability stream was allowed to participate in work experience programs, while higher-ability students were offered link courses; in many cases the reverse applied. Another criterion was whether or not students were expected to leave school or continue their studies to H.S.C. level. Also in many courses a major prerequisite for selection was enrolment in a subject at school which was closely related to the proposed course.

Yet another factor was whether students appeared genuinely interested in the particular field from a career viewpoint, or whether they were merely "sampling" a new experience. Members of staff of the C.A.E. and the high school involved in the music course jointly selected students to be invited to attend the co-operative program, on the basis of both musical talent and ability to cope with H.S.C. studies in general. Perhaps the most common criterion for selection across courses was that, in the final determination, students had to be well behaved and responsible. Respondents indicated that this was particularly important when a new course was being established. Nevertheless a few schools enrolled "known trouble-makers" as an experiment, and most reported favourably on the positive change in attitudes and behaviour of such students.

Co-operative programs surveyed were, in general, highly sex stereotyped.(Table 22) Only 8% of courses had an approximately equal number of boys and girls, with all other courses split fairly evenly in being taken "entirely or mainly" by one sex or the other. A greater proportion of courses were attended exclusively by girls (32%) than exclusively by boys (24%). The programs attended exclusively by girls were all in the areas of Secretarial Studies, Fashion and Home Science. Those attended exclusively by boys were in the metal, building and automotive trades and 'sheep and wool'. Programs taken by 'mainly girls' were in Secretarial Studies, Home Science, Hairdressing, Art & Design & Textiles, while those taken by 'mainly boys' were in Sheep & Wool, Electronics, Industrial Arts/Science enrichment, Metal & Building trades and Small Business & Retailing. The programs which attracted an approximately equal number of boys and girls were: a combination woodwork/metalwork/ceramics course; an engineering strand;

an elementary copy typing course; and a taster program covering a variety of areas. A few other examples were evident of students doing non-stereotyped courses - e.g., one TAFE college responded that, although the Home Science course was taken mainly by girls, one group which had taken the course were '50/50 boys and girls'.

TABLE 22: Sex distribution of school students attending co-operative programs, as reported by college respondents (n = 50).

Sex Distribution	% Response Colleges
all girls	32
mainly girls	14
an approximately equal number of girls and boys	8
mainly boys	22
all boys	24
	100

Further data on the sex distribution of students for the whole of 1979 rather than just for the last link course conducted, are shown in Table 23. There was a trend for colleges to report larger numbers of girls than boys taking link courses.

TABLE 23: Percentage response from colleges indicating various patterns of student participation in co-operative programs during the whole of 1979, by sex and number of students (n = 46).

Sex	Number of Students					
	0	1-15	16-30	31-60	61 or more	
	%	%	%	%	%	
Males	30.4	30.6	13.0	13.0	13.0	100
Females	23.4	25.5	23.4	10.6	17.0	100

The interviews at the majority of colleges and schools revealed that students of both sexes were usually invited to participate in link courses. At a few locations students were restricted, by sex, to entry into certain courses. For example, at one school students were simply told that welding would be available for boys and fashion for girls, and that interested students should obtain a permission note from their parents to that effect. However, most students simply opted by their own choice for courses traditionally associated with one sex - e.g. fashion, secretarial and hairdressing courses for girls; welding, carpentry and sheetmetal/boilermaking courses for boys. Most staff at both schools and TAFE did not oppose the breaking down of stereotyping, and some actively encouraged it. They reported that students' own attitudes or the influence of parents and peers contributed to stereotyping.

3.1.6 Curriculum and Instruction

When asked what was the "source" of the curriculum for co-operative programs, school and college respondents differed somewhat in their perceptions (Table 24). For example, 38% of college compared with 20% of school respond-

ents indicated that a standard TAFE curriculum was used; 36% of college compared with 28% of school respondents reported that the curriculum was specifically designed or extensively modified for the program by TAFE staff. A greater proportion of school (22%) than college (8%) respondents claimed that the curriculum was designed or modified by school staff and TAFE staff working co-operatively. Only 6% of college, in comparison with 13% of school respondents, reported the use of a 'standard' School Board Curriculum (i.e. H.S.C. or S.C.). It may be the case that the 'sheep and wool' curricula were regarded by some colleges as their own, since they had been teaching these courses for many years and saw them as an integral part of the TAFE system.

TABLE 24: Source of the curriculum for co-operative programs, as indicated by school and college respondents (n colleges = 50, n schools = 54).

Source of Curriculum	% Response Schools	% Response Colleges
Standard CAE curriculum	0.0	4.0
Standard TAFE curriculum	20.4	38.0
Standard Secondary Schools Board (i.e. School Certificate) curriculum	13.0	4.0
Standard Board of Senior School Studies (i.e. Higher School Certificate) curriculum	0.0	2.0
HSC 'Other Approved Studies' curriculum	3.7	2.0
Curriculum specifically designed or extensively modified for this program by your staff	1.9	36.0
Curriculum specifically designed or extensively modified for this program by the staff of the other institution	27.8	0.0
Curriculum specifically designed or extensively modified for this program by your staff and the staff of the other institution co-operatively	22.2	8.0
Other responses (combinations etc.)	11.1	6.0
	100	100

Although this may be due partly to the lack of correspondence between the samples (as discussed in Section 2.5), such differences in perception were also evident in interviews. Respondents from the schools sometimes reported greater involvement in the determination of the curriculum than indicated by college staff. The interview data also highlighted a wide range of views about curriculum development. On the one hand, there were school teachers who were happy to allow TAFE staff to design the course. This was particularly the case if the course dealt with a subject area unfamiliar to school staff (e.g., motor maintenance, sheep and wool), or if the teachers were not aware of or familiar with the type of equipment available at the college. On the other hand, some school teachers were dissatisfied with the course as planned by TAFE teachers and with the amount of consultation between the staffs of the two institutions. There was general agreement, however, that more time should be allocated for deliberation on the curriculum, if so desired. Particular reference was made to the need for school and TAFE teachers to avoid

duplication of work and to create greater understanding of each other's courses. The C.A.E. music course was a good example of such co-operation.

A common complaint from TAFE staff was that little or no time was provided for them to develop curricula for co-operative programs, while such development was in fact fairly onerous and time-consuming. This situation appears to have led, on occasions, to the use of existing curricula, when modification or redesign might have made a curriculum more appropriate. A few TAFE teachers pointed to this as an instance of why such a strong union policy exists regarding the reduction of teaching hours.

Instruction in courses was given "entirely or mainly by the staff of the TAFE institution" in the vast majority of cases - a finding reported independently by school and college respondents (Table 25). There was a minor discrepancy in one of the other responses, with 6% of the school compared with 0% of college respondents claiming that courses were taught by the school staff and TAFE staff in co-operation. The courses conducted "entirely or mainly by school staff" were in woodwork, ceramics, typing, and woodwork/metalwork; in all these cases[1] instruction was carried out "entirely or mainly on the premises of the TAFE institution".

TABLE 25: Staff responsible for giving instruction in courses, as reported by school and college respondents (n colleges = 50, n schools = 54)

Staff	% Response Schools	% Response Colleges
entirely or mainly by the staff of the TAFE institution	87.0	90.0
by the school staff and TAFE staff in co-operation	5.6	0
entirely or mainly by school staff	7.4	4.0
other arrangement	0.0	6.0
	100	100

Note: The "other arrangement" specified by 6% of college respondents was the use of part-time teachers employed by TAFE.

In interviews, some school teachers indicated that they did not know a great deal about the teaching methods employed by TAFE teachers in co-operative programs. However, they were often quick to add that the approaches would probably not be greatly different and the fact that students were so enthusiastic indicated sound teaching methods. Of those teachers who claimed knowledge of teaching methods employed in co-operative programs, most considered that the techniques were similar to those employed at school. However, two important differences were noted with respect to certain courses. First, it was stated that the college teachers "forced" students to work at the same pace, which is similar to many situations in industry. This meant that more able students

1. The teachers in one of these cases were hired by a non-government school on a part-time basis, and it was felt by those concerned with this course that the staff could equally appropriately have been hired by TAFE on a similar basis, resources permitting.

who completed their jobs were asked to assist slower students rather than going on with new or more advanced work. Second, the school teachers also reported that at the college a fairly strict discipline was employed, but they recognised that the students reacted well to this. Interestingly the students often claimed that there was much greater freedom and less strict discipline at the college than at the school.

In interviews the majority of TAFE teachers claimed that, on the whole, the types of teaching methods covered the same range as that used with older college students in similar courses. The qualification most frequently mentioned was that methods had to be simplified because school students had less knowledge and skill than their college counterparts. Both school and TAFE staff expressed a need for greater liaison between each other on instructional strategies. A few TAFE teachers remarked on the immaturity of school students; this was in at least one case associated with an opinion that students did not understand what this co-operative program involved. Others commented that they preferred teaching school students because they were better behaved and more conscientious than other students. In an Electronics course, TAFE teachers commented on both the immaturity and the high intelligence and capacity for learning of the school students.

School students offered, in interviews and on questionnaires, a variety of comments about teaching methods in courses. The most frequently-offered positive statements were: the teachers were able to spend more time with students because of the smaller groups; the teachers were friendlier, less condescending and more helpful than school teachers ("they treated us like adults!"); the practical approach of the course was preferred to the theoretical treatment of school subjects; the atmosphere of freedom and lack of pressure on the one hand, and of self-discipline and work on the other was a pleasant change to school; and the opportunity to use specialised equipment not available at the school was appreciated. The most frequent negative statements were: the course was too short in single session and/or in total length; the repetition of content and methods already covered at school created boredom; and the slow pace of the teaching was sometimes frustrating.

3.1.7 Human and Material Resources

The number of teacher hours committed by colleges for the total length of programs varied considerably across courses and colleges (Table 26). At one extreme, a quarter of the college respondents indicated that they devoted 36 teacher hours or less to each course and at the other, a quarter devoted from 216 to 620 hours. A further 35% of college respondents indicated that they allocated from 43 to 96 teacher hours. In the vast majority of cases the instruction of school students was done during college hours as part of the normal work loads for the teachers concerned. A significant number of co-operative programs had been conducted in the past on regular overtime. In 1979 some programs were again timetabled on overtime, but due to an industrial overtime ban, these programs did not run.

Apart from these stated hours, college staff spent additional time in one or more of the following activities: planning the overall course; liaison with school staffs; preparing for weekly sessions; assessment of student work; and attendance at staff development programs related to link courses. Precise quantitative data on these matters were not provided on questionnaires, but comments on questionnaires and in interviews revealed that the level of staff involvement varied considerably across colleges. When an existing syllabus was used with minor or no modification as the basis for a co-operative program, staff did not need to spend so much time on planning, organisation, and curriculum development (e.g. the TAFE Stage I Typing Course, the Board of Senior School Studies Syllabus in Sheep Husbandry and Wool Technology).

TABLE 26: Number of teacher hours committed by colleges for the total length of co-operative programs (n = 49)

No. of Hours	0-36	37-100	101-200	201 or more	
% Response Colleges	26.5	34.7	14.3	24.5	100

However, if the curriculum had to be extensively modified from an existing course or even specifically designed for the program, then staff spent considerable time outside of face-to-face teaching (e.g. introduction to electronics, a welding/panel beating/sheetmetal and pipework course for handicapped students). Similarly, a "new" link course in a particular location required far more teacher time than one which had been running successfully for some time. It was claimed by TAFE staff that there was insufficient release for teachers and that the excess time involved (over and above their 'incidental allocation') was considerable.

School staff confirmed, in their comments from questionnaires and interviews, the above patterns of involvement reported by college staff. From the school point of view the biggest resource factor was the time involved in setting-up and organising the co-operative program (unless school staff were actually teaching the course). Such organisation was usually carried out by the school careers adviser and/or a teacher of the subject discipline closely related to the proposed course. As teachers were not given any special time allowances for this work, interruptions to their teaching program occurred and a considerable amount of time outside of normal working hours was spent in some cases. In one area the careers adviser even took on the role of link course co-ordinator/ liaison officer for all high schools wishing to co-operate with the local TAFE college. The fact that this particular person already had a sound background in work experience programs and other aspects of careers education was seen as crucial to the success of the various courses implemented at that college. However, serious doubt was expressed about the ability of careers advisers or teachers to find sufficient time for such organisational work even in their own schools, should co-operative programs be introduced on a wider scale in the future. School staff also expressed a need for in-service courses, both to assist careers advisers or other teachers closely involved with such courses and to inform other staff members about their aims, operation and outcomes. About

3.1.8 Visits to Industry

There was some discrepancy in the data reported by school and college respondents on visits to industry carried out as part of co-operative programs Tables 29 & 30). Only 38% of college, compared with 45% of school respondents, claimed that such visits were conducted, while a further 8% of school respondents were uncertain. According to data from those colleges conducting visits, 56% of courses involved only one or two different industrial sites in the program of visits, while the remaining 44% of courses included anything from 3 to 22 sites.

TABLE 29: Percentage response from schools indicating whether visits to industry were carried out as part of co-operative programs (n = 53)

Response	% Response Schools
Yes	45.3
No	47.2
Not Sure	7.5
	100

In interviews, many school and college teachers revealed visits to industry were either restricted in number or not used at all for any of three main reasons. First, such visits were not considered to be vital to the achievement of objectives for many courses, which focussed on knowledge and skill development and/or familiarity with TAFE courses and environments. Second, it was claimed that the difficulty in arranging industrial visits outweighed the benefits gained: students often could not see their relevance, were consequently bored and preferred to be back at the college engaged in their own projects. Third, industrial visits were seen as an excursion-type activity, which was properly the province of the school and not the college. Nevertheless some co-operative programs apparently benefited from having such visits, particularly in those cases where college staff had better industrial contacts than school staff.

TABLE 30: Number of visits to industry involved in courses (counting each site visited), as reported by college respondents (n = 48)

No. of Visits	0	1-6	7-19	20 or more	
% Response Colleges	62.5	31.2	0	6.3	100

In several cases TAFE teachers were concerned at the lack of facilities to transport students on industrial visits. Personal cars were sometimes used, with no recompense. Other staff went to considerable trouble to organize other forms of transport. For example, one TAFE teacher drove his own car from his home in the outskirts of Sydney to an inner-city suburb in order to pick up a bus; he then drove back to the college in the bus to pick up students - all before 8 a.m.

one quarter of school respondents claimed that they had participated in courses of the first kind and most found them helpful.

The cost of materials (other than capital equipment) supplied by colleges for co-operative programs varied considerably across colleges and types of courses - from $0 to $2,000 (Table 27). However, 36% of college respondents claimed no costs at all and a further 49% reported costs below $200, thus indicating a relatively small outlay in the vast majority of cases. In many colleges staff simply ordered, on the same form as that required for other courses, extra materials to cater for school students. The courses which were apparently the most expensive for colleges to run were in sheep and wool, typing and office skills, carpentry and welding; in these courses costs ranged from $300 to $800. The exceptional outlay of $2,000 by one college was for a combination course in welding, panel beating and plumbing designed specially for mentally handicapped students. No special outlays on capital equipment, classrooms or workshops were made by colleges for co-operative programs. The existing facilities set up for other courses were usually made available for the link courses, by appropriate juggling of the timetable. As discussed below, however, some schools contributed towards capital items.

TABLE 27: Estimated approximate cost of materials (other than capital equipment) supplied/paid for by colleges to conduct co-operative programs (n = 47)

Cost in Dollars	0	1-100	101-200	201 or more	
% Response Colleges	36.2	36.2	12.8	14.8	100

The majority of school respondents (71%) reported that they were not required to spend any money on resources for co-operative programs during 1979 (Table 28). However, the remainder of school respondents spent anything from $5 to $560, with 11% indicating an outlay of from $300 to $560. Major outlays included purchases of a wool classing shed, a wood lathe, a flock of sheep, hand tools and glaze materials, as well as the hiring of a bus to transport students to a college. All schools involved in such large outlays of money were located in country centres, except for one school on the outskirts of Sydney. Apart from this expenditure, schools provided a variety of smaller items (e.g. tables, blackboard, paper, books, printing costs, protective clothing, timber). In addition, a few schools supplied major capital items of equipment, and provided the use of classrooms; these were not costed specifically to co-operative programs.

TABLE 28 : Estimated approximate cost for 1979 of resources committed by schools to co-operative programs (n = 49)

Cost in Dollars	0	1-99	100-299	300 or more	
% Response Schools	71.4	8.0	10.0	10.6	100

3.1.9 Insurance Arrangements

The percentage of school and college respondents reporting no special insurance arrangements for students attending co-operative programs was very similar (55% and 53% respectively). A greater proportion of school (34%) than college respondents (13%) claimed that such insurance was arranged, although the difference may be explained by the fact that more college respondents were uncertain about this matter. There may have been some ambiguity in this question through the use of the word "special", so the data in Table 31 may be an under-estimate of the proportion of students who were covered by insurance.

TABLE 31: Percentage response from schools and colleges indicating special insurance arrangements for students attending co-operative programs (n schools = 53, n colleges = 47)

Response	% Response Schools	% Response Colleges
Yes	34.0	12.8
No	54.7	53.2
Not Sure	11.3	34.0
	100	100

In interviews, a variety of practices concerning insurance was revealed. Some schools called the course "a work experience link scheme", thereby ensuring that students were covered under the Department of Education's arrangements for work experience programs. Other schools made special insurance arrangements which were paid either by the parents of the students concerned or out of general school funds. In some situations both school and college staff operated under the assumption that school students would be covered by the Department of TAFE in a similar manner to other college students; no special arrangements were therefore made. Alternatively, it was assumed that no insurance was necessary unless industrial visits were included in the course.

3.1.10 Assessment of Students

Assessment[1] of students was a facet of co-operative programs which showed perhaps the greatest variety of practices across colleges and courses. When asked what students received at the end of the course, no single response was chosen by a majority of school or college respondents (Table 32). Moreover, there were differences in perceptions, with 30% of college compared with 21% of school respondents claiming that students were issued with a statement of attendance only. Likewise 17% of school compared with 12% of college respondents chose the response "a formal qualification or statement of attainment from the Education Department". However, such differences may have been due partly to the lack of exact correspondence between samples. There was some agreement that in about one quarter of cases nothing at all was issued, while in a further one fifth the TAFE college issued a formal qualification or statement of attainment.

1. Statements of attendance are here included under "assessment".

In less than a sixth of cases a combination of the above methods was used or else a different approach was adopted. For example, some schools issued a statement, which may have shown one or more of attendance, performance, or subject topics covered during the course. Some schools included such a statement or mark on the school report, others included comments on school references, while a few students received copies of TAFE teacher assessments of their work. Several college respondents indicated that a statement was issued only if it was requested by individual students. Other colleges reported that there was no statement, either because the course was too short to warrant the effort involved or because the course had not been completed or because the students were considered too young to pass judgment on. However, the principals of some colleges took the trouble to write to school principals informing them about student performance.

TABLE 32: Percentage response to - "which one of the following do secondary school students who attend this program receive?" (n schools = 52, n colleges = 50).

Response	% Response Schools	% Response Colleges
a statement of attendance only	21.2	30.0
a formal qualification or statement of attainment from the Education Department	17.3	12.0
a formal qualification or statement of attainment from the TAFE institution	19.2	22.0
other (combination of above or something else)	16.2	12.0
nothing at all	26.1	24.0
	100	100

The interviews confirmed the variety of assessment practices gleaned from questionnaire data and also revealed a wide range of opinions about the issue of assessment. At one extreme was the view that students completing co-operative programs should not receive any form of grade or certificate. Interviewees holding this opinion tended to stress that such courses were aimed at introducing students to a field of study/work, and that knowledge and skill acquisition were very much a by-product. Assessment was seen as coming in the form of self-reward and self-criticism as students completed each task.

At the other extreme were those interviewees who favoured some type of formal, structured assessment which would provide feedback on the performance of individuals, relative to the group, to school staff or parents as well as the students themselves. In interviews a majority of students compared to a minority of school and college staff held this view. The bulk of staff interviewees took a middle ground in recognizing the need for some statement either from the college or school, but at the same time preferring to omit actual marks or grades from such a statement. In some instances interview data indicated that continuous assessment of students' work was undertaken. This was so in the case of some TAFE colleges where practical work was assessed during the

course and at the CAE where the students were progressively assessed during the two years of the music course.

The comment was often made in interviews that the presentation of a grade or award would give students an extra qualification and an unfair advantage over other school students who had not had the opportunity to participate in such courses. It is worth noting that in some locations there was considerable uncertainty about assessment practices, as reflected by poor within- and inter-institution communication amongst staff. For example, some TAFE teachers conducting Secondary Schools' Board courses were unaware that they had any right whatsoever to declare students unsatisfactory, and that such a declaration would be at all meaningful. The comment was made "everybody passes whatever they enrol in for the School Certificate - we can't do anything about it".

3.1.11 Problems and Constraints

Respondents were asked to comment, on questionnaires and in interviews, on any problems and constraints encountered in the planning, implementation and evaluation of their course. About 11% of school and 28% of college respondents reported on questionnaires that they had no problems, while a further 17% of school and 26% of college respondents did not answer this question. Presumably the bulk of the latter group would also have experienced no problems worth reporting.

Amongst those respondents with problems, there was close agreement in both interview and questionnaire data on the major problems faced in each of the three areas raised above. The main difficulty in planning was the lack of time for consultation between the staffs of the two institutions - in co-ordinating timetables; in discussing aims, content and methods of the course; and in general organisation. A further constraint in some cases was the delay in obtaining approval for courses from relevant authorities. The main problems in implementation were associated with students missing lessons in school subjects, with disruption to classes by TAFE staff industrial action and with lack of time for curriculum development and lesson preparation. In addition, some respondents reported difficulties with students losing interest in the course and with transportation either to and from the college or for industrial visits. As far as evaluation was concerned, both school and college staff indicated that there was insufficient time to collect appropriate information and that, even given enough time, if was difficult to contact students once they left school.

Apart from these major problems, several minor ones were reported in isolated cases: obtaining parental permission; difficulties with TAFE locations; supervision of students; lack of equipment; class sizes too large; not enough positions being available for students; student unreliability; course sessions either too long or not long enough; title of course didn't match content; students were too mixed in ability and/or interest levels; inadequate assessment methods; problems with part-time teachers; inadequate opportunities for students to practise on machines after tuition time; and obtaining the co-operation of firms for industrial visits.

3.2 AIMS AND OUTCOMES OF CO-OPERATIVE EDUCATIONAL PROGRAMS

3.2.1 Perceived Aims

School and college respondents were asked to record, in their own words on questionnaires, the aims of the course with which they were concerned (recognising that such aims need not have been formally stated). A wide variety of aims, which were expressed in different ways with varying degrees of generality, were supplied. Some respondents gave only one or two aims in very succinct and direct terms e.g.,

> To provide typing skills for Year 10 and 11 students who would normally go on to University or C.A.E. training. (Aims for a typing course as perceived by college respondent)
>
> To develop skills appropriate to employment on a semi-skilled basis in Vehicle Painting. (Aims for a vehicle painting course offered to mentally handicapped students, as perceived by college respondent)

Other respondents took some trouble to itemise many different aims for their particular program. The following examples illustrate this point:

> . To make students familiar with the general nature of the study situation at tech;
>
> . To introduce students to the particular field of study and/or to further their interest and ability in this area;
>
> . To develop skills such as travel, communication with 'new' people, and to develop sense of responsibility to people outside school situation;
>
> . To make students aware of other courses available at TAFE institutions;
>
> (Aims for an electronics course as perceived by school respondent)
>
> . Serve as an extension to the metalwork stands of Technics offered at the high school;
>
> . To allow the students the opportunity to experience a more realistic workshop environment found in industry;
>
> . To allow students access to modern equipment and machinery used in industry;
>
> . To provide students with the opportunity to experience the type of situation they would be undergoing if they were doing an apprenticeship;
>
> (Aims for a boilermaking course as perceived by school respondent)
>
> . Develop valuable technical skills which can be best taught at a Technical College;
>
> . Extend the students occupational competency;
>
> . Extend the students self-awareness and confidence;
>
> . Provide an avenue for the student to participate in a normal community activity;
>
> . Provide a practical means of assessing the students vocational abilities and to provide suitable counselling as a result;
>
> . Provide a practical means of extending abilities in the basic subjects;
>
> (Aims for a panel beating/welding/plumbing course offered to mentally handicapped students, as perceived by school respondent)

There was a trend for school respondents to provide more aims for any particular course than their college counterparts. To ensure valid comparisons, a list of categories was drawn up and the percentage response for each type of aim was recorded (Table 33). According to school respondents, only one aim applied to a majority of courses: 51% of respondents included the aim "to familiarise students with TAFE courses, standards, facilities, etc.". No other aim was provided by more than a third of school respondents. The two most frequently mentioned aims (apart from the one above) were: "to develop basic skills in a particular field" and "to introduce students to a particular course of study or to courses of study in a particular field", each supplied by 29% of school respondents.

According to college respondents, no aim applied to a majority of courses. However, there was a 40% response for the aim "to develop basic skills in a particular field". Two other aims each received 28% of college responses, namely: "to give students practical 'hands - on' experience (e.g. use of equipment) in a realistic work situation" and "to provide a basis for career decisions in the future".

While some of these differences in responses might have been due to the lack of exact correspondence between samples or to the general tendency of school respondents to supply more aims than college respondents, others probably reflect important differences in perception. Thus significantly more college than school respondents indicated that their course was aimed at knowledge and skill development and at providing practical 'hands-on' experience. On the other hand, significantly more school than college respondents indicated that their course had the aims of developing personal qualities in students (e.g. self-awareness, responsibility), of familiarising students with TAFE, of introducing students to a more adult learning environment, and of providing a specialist study not available at the school. These data suggested that school respondents were more likely than college respondents to take a broader view of co-operative programs, as one facet in the total careers education program being offered at the school. In interviews, however, such differences in perception of aims were not so apparent, as college interviewees offered a similar range of aims to school interviewees at most locations.

One important issue which emerged from both questionnaires and interviews was the extent to which co-operative programs were seen as providing students with knowledge and skill in a particular area. In some cases respondents stated quite adamantly that knowledge and skills development was not an aim for the program, which was seen entirely as an introductory activity providing a basis for future career decisions. Other respondents indicated that such development was an important, if not the major, aspect of their course. Indeed, it was claimed sometimes that without actual skills training students could not assess their suitability for a certain career and furthermore, some respondents considered that their program did provide for the attainment of a recognised level of knowledge and skill. This was particularly true where the program was based on an established school or TAFE syllabus e.g. typing, sheep and wool.

TABLE 33: Percentage of School and College Responses Falling Into Eighteen Categories of Aims for Co-operative Educational Programs.

	Aim	% Response Schools	% Response Colleges
1.	To develop basic skills in a particular field	29	40
2.	To increase knowledge in a particular field	11	21
3.	To give students practical "hands on" experience (e.g. use of equipment) in a realistic work situation	18	28
4.	To provide a basis for career decisions in the future	22	28
5.	To introduce students to a particular course of study or to courses of study in a particular field	29	26
6.	To create interest in further education in a particular field	2	9
7.	To provide a specialist course not available at the school	20	5
8.	To increase student awareness of job opportunities and of the working world in general	20	21
9.	To familiarise students with TAFE courses, standards, facilities etc.	51	9
10.	To fulfil requirements for School Certificate and Higher School Certificate syllabi	13	9
11.	To assist the school's assessment program in relation to pupil work potential	4	0
12.	To develop personal qualities in students e.g. self-awareness, competence, confidence, responsibility and communication skills	27	2
13.	To introduce students to a more adult learning environment than the school	18	5
14.	To extend student occupational competency or to better equip students in their future search for employment	11	2
15.	To provide opportunity for participation in a leisure/community activity	7	0
16.	To cater for students with particular interests and backgrounds (e.g. farm, non-farm, non-academic)	9	5
17.	To extend a particular course offered at school or to provide a "link" between school and TAFE	16	9
18.	To keep up the TAFE College numbers	0	2

Notes: This list of categories was drawn up on the basis of responses to the question: "What were the aims of the Program? (These need not have been formally stated.)" The specific wording of aims was even more diverse than indicated above; aims which appeared very similar were included in one category.
Most co-operative educational programs were perceived by both school and college respondents to have more than one aim. Therefore columns do not sum to 100%.
N was 54 for schools and 50 for colleges; percentages were rounded to the nearest whole number.

The different perceptions on this issue were epitomized by the following answer from a college respondent to the item on the questionnaire concerning aims:

> Not sure. Initially the aims may have been to provide 'hands-on' experience to assist students in job selection. In some respects, students and members of the community have treated the program as one of obtaining a recognised practical skill.

3.2.2 Extent of Achievement of Aims

The majority of respondents claimed, in questionnaire and interview comments, that the aims for their course had been achieved to a large degree. Whilst some respondents were content to leave their answer at that, many provided more specific positive comments, the most frequent of which are paraphrased below:

1. Most students became more aware in general of TAFE courses, standards, facilities, etc.
2. There was considerable skill and knowledge acquisition by most students.
3. Most students enjoyed the course and, on balance, benefited from the experience.
4. There was an increased awareness of job opportunities and of the working world in general.
5. Many students clarified their career choice.
6. Some students showed marked character development e.g. greater self-awareness, confidence, responsibility.
7. Some students obtained employment after leaving school, apparently as a direct result of the course.
8. Some students enrolled in related courses at colleges, after leaving school.

Several respondents were reluctant to assess the extent to which aims had been achieved because the course was considered too short in duration, or because the teachers did not know the students well enough to notice any changes, or because the aims changed during the progress of the course.

A small minority of respondents stated that some of their aims were not achieved very well. The following reasons (in paraphrased form) were most frequently offered for any negative assessments:

1. The course was shortened due to industrial action by teachers, which frustrated students and teachers alike.
2. The course was too similar to courses already completed at school by students and thus there was little knowledge or skill development.
3. The initial aims were too idealistic and optimistic.
4. The class was disbanded through lack of attendance by students.

In order to obtain more detailed and structured information about the achievement of aims, respondents were asked to indicate the extent to which various statements about link courses and other co-operative educational programs applied to the particular program with which they had been involved (Table 34). These statements were, in effect, the interim aims for link

TABLE 34: Percentage response from school and college respondents indicating the extent to which they considered that various statements about link courses and other co-operative programs applied to their particular program (n for schools=51, n for colleges was 48 for items 8-13 and 50 for items 1-7).

"This Program:"		Extent of Application					
		Cons. Ext.	Some Ext.	Not Sure	Very Lim. Ext.	Not At All	
		%	%	%	%	%	
1. ...provided students with the useful experience of studying in a more adult environment.	S	43.1	41.2	3.9	7.8	3.9	100
	C	32.0	32.0	2.0	30.0	4.0	100
2. ...encouraged students to regard education as a continuing process.	S	25.5	52.9	11.8	9.8	0.0	100
	C	38.0	38.0	4.0	12.0	8.0	100
3. ...accelerated learning for students with special gifts and/or interests, and those with specific disadvantages.	S	23.5	45.1	11.8	15.7	3.9	100
	C	20.0	22.0	20.0	16.0	22.0	100
4. ...increased students' awareness of the range of available occupations.	S	33.3	43.1	9.8	9.8	3.9	100
	C	34.0	36.0	4.0	22.0	4.0	100
5. ...enabled students to develop a better understanding of their own capabilities, interests and limitations.	S	31.4	56.9	5.9	5.9	0.0	100
	C	18.0	64.0	8.0	8.0	2.0	100
6. ...developed students' readiness for employment and/or post-secondary education.	S	37.3	35.3	9.8	15.7	2.0	100
	C	24.0	50.0	8.0	12.0	6.0	100
7. ...informed students about educational requirements for entry to a range of available occupations.	S	15.7	35.3	13.7	21.6	13.7	100
	C	26.0	24.0	8.0	28.0	14.0	100
8. ...contributed to non-vocational aspects of students' post-school life, e.g. leisure and recreation.	S	9.8	43.1	7.8	25.5	13.7	100
	C	8.3	25.0	2.1	22.9	41.7	100
9. ...informed students about career paths and opportunities for a range of available occupations.	S	17.6	43.1	3.9	27.5	7.8	100
	C	22.9	33.3	2.1	29.2	12.5	100
10. ...provided more educational options than were available through the school only.	S	66.7	25.5	2.0	3.9	2.0	100
	C	41.7	47.9	2.1	4.2	4.2	100
11. ...developed student awareness of the range of opportunities in post-secondary education.	S	15.7	60.8	3.9	17.6	2.0	100
	C	20.8	56.3	2.1	18.8	2.1	100
12. ...informed students about occupational skills and attitudes associated with a range of available occupations.	S	25.5	49.0	3.9	13.7	7.8	100
	C	20.8	47.9	4.2	20.8	6.3	100
13. ...assisted students to discover some relevance in their school subjects for employment and further education.	S	23.5	52.9	7.8	9.8	5.9	100
	C	20.8	50.0	12.5	12.5	4.2	100

The responses available were: "to a considerable extent, to some extent, not sure, to a very limited extent, not at all". S and C stand for the responses of school and college respondents respectively.

TABLE 35: Percentage response from secondary school students indicating the extent to which various statements about link courses and other co-operative programs applied to their particular course (n's ranged from 190 to 197).

"The course you are doing, or have done, at the Technical College:"	Extent of Agreement				
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
	%	%	%	%	%
1. Made you think about more kinds of education or training after you leave school than you thought of before.	18.4	52.1	18.4	10.0	1.1
2. Made you see that some of the subjects you are doing at school are more useful than you thought.	10.9	35.4	22.9	27.6	3.1
3. Was boring.	2.1	7.3	10.9	43.0	36.8
4. Gave you a better idea of what sort of work or study you are good at.	11.5	53.1	17.7	13.0	4.7
5. Seemed pointless because you don't get any marks for it.	1.6	2.6	9.8	41.5	44.6
6. Gave you chance to see how older people study and learn.	6.3	41.1	21.6	23.2	7.9
7. Gave you a chance to talk to and work with older students.	6.8	27.9	8.4	38.4	18.4
8. Made you miss important schoolwork.	3.1	13.0	7.8	40.4	35.8
9. Showed you that education and training can go on after you leave school.	29.0	54.4	5.7	7.8	3.1
10. Helped you to learn more quickly about things that really interest you.	27.2	49.2	11.5	10.4	1.6
11. Gave you a better idea about what jobs you might go into.	26.4	45.1	14.0	10.9	3.6
12. Was too hard to understand.	0.5	3.1	2.1	49.5	44.8
13. Showed you there are more kinds of jobs than you thought there were.	8.3	41.1	15.6	27.6	7.3
14. Was physically hard work.	2.6	3.6	2.6	45.6	45.6
15. Gave you an idea of what training you need to do to get different kinds of jobs.	15.0	53.4	13.0	13.0	5.7
16. Seemed to be unpleasant, dirty, noisy or dangerous.	0.5	2.6	2.1	41.5	53.4
17. Gave you an idea of what sort of work you might be good at.	22.1	49.0	14.2	10.5	4.2
18. Was too much like school.	0.5	8.3	6.3	57.3	27.6
19. Gave you an idea of what sort of training you could do after you left school, and what it would be like.	20.7	63.2	6.7	5.7	3.6

courses developed by the E.C.C. Link Course Sub-Committee, rephrased in the form of "positive outcomes". The most striking impression from the data in Table 34 was the high degree of reported achievement of most outcomes. A majority of school and college respondents indicated that most of the statements listed had applied to their particular 1979 program "to a considerable extent" or "to some extent".

There were two exceptions to this trend of overall agreement. About 69% of school, compared with only 42% of college respondents stated that their particular course had, to some or a considerable extent, "accelerated learning for students with special gifts and/or interests, and those with specific disadvantages". Likewise, 53% of school compared to only 33% of college respondents indicated that their particular course had "contributed to non-vocational aspects of students' post-school life e.g. leisure and recreation". In both these cases, a greater proportion of college than school respondents claimed the statement did not apply at all to their course.

There was also a trend for a greater proportion of college than school respondents to be more conservative about the extent to which most outcomes applied to their course. This trend was reversed, however, with two statements which received a stronger endorsement from college than from school respondents, namely: "encouraged students to regard education as a continuing process" and "informed students about educational requirements for entry to a range of available occupations".

The four statements which were most frequently cited by both school and college respondents as applying "to some or a considerable extent" were:

a) "provided more educational options than were available through the school only" (92% of school, 90% of college respondents);

b) "enabled students to develop a better understanding of their capabilities, interests and limitations" (88% of school, 82% of college respondents);

c) "encouraged students to regard education as a continuing process" (78% of school, 76% of college respondents);

d) "developed student awareness of the range of opportunities in post-secondary education" (77% of both school and college respondents).

Secondary students were also asked to indicate the extent to which various statements about link courses and other co-operative programs applied to their particular course for 1979. Some of the statements provided were similar to those positive outcomes considered by school and college staffs (albeit phrased in simpler terms), while others were in negative form. As in the case of adult respondents, the majority of students responded positively about their courses; they agreed with most of the positive statements and disagreed with all of the negative statements (Table 35).

TABLE 35: (Continued)

"The course you are doing, or have done, at the Technical College:"	Extent of Agreement				
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
	%	%	%	%	%
20. Took up too much of your own time.	3.6	8.9	5.2	45.8	36.5
21. Generally gave you a better idea than you had before of what life outside school is like.	13.6	40.8	18.3	20.4	6.8
22. Involved too much travelling.	8.3	9.4	8.3	44.3	29.7
23. Gave you a chance to learn how to do some useful, practical things.	34.7	52.6	6.3	4.7	1.6
24. Was too long.	3.1	5.7	12.5	36.5	42.2

The three favourable statements which received the strongest endorsement were:

a) "gave you a chance to learn how to do some useful, practical things" (87% of students);

b) "gave you an idea of what sort of training you could do after you left school, and what it would be like" (84% of students);

c) "showed you that education and training can go on after you leave school" (83% of students).

The three negative statements which most often received the response of "disagree" or "strongly disagree" were:

a) "seemed to be unpleasant, dirty, noisy or dangerous" (95% of students);

b) "was too hard to understand" (94% of students);

c) "was physically hard work" (91% of students).

There were, however, some exceptions to this generally favourable view of courses taken by students. About 57% of students disagreed that their course "gave you a chance to talk to and work with older students", while 31% disagreed with the statement "gave you a chance to see how older people study and learn". These responses confirmed impressions gained from interviews that students in many courses felt too segregated from other college students. Another issue raised in interviews, concerning the very narrow focus of some courses in terms of job orientation, was corroborated in the student checklist data - 35% of students disagreed with the statement "showed you there are more kinds of jobs than you thought there were". Finally, 31% of students did not consider that their course "made you see that some of the subjects you are doing at school are more useful than you thought". It should also be noted that a substantial minority of students (up to 23%) were "not sure" about these particular issues. In several interviews,

students expressed a desire for co-operative programs in more subject areas than were available to them.

3.2.3 Unintended Outcomes

School and college respondents were asked to comment, on questionnaires and in interviews, on any unintended outcomes of the course with which they were concerned. While some respondents indicated that there were no surprising effects of their course, many provided specific comments on unplanned gains and losses.

The most frequently mentioned positive outcomes were as follows (in paraphrased form):

1. There was a very high level of interest evidenced by most students, which often surprised both school and college staff.
2. Most students realised the need to work hard and they showed a level of maturity and responsibility beyond expectations, which meant that there were few discipline problems for college staff.
3. Many students with learning difficulties and/or behaviour problems at school expressed considerable enthusiasm and made outstanding progress during the course; some enrolled in further courses and/or obtained employment.
4. The work done in the course was very supportive to school courses - in terms of transfer of specific knowledge and skills, improved attitudes and behaviour, and greater realisation of the value and relevance of various school subjects.
5. There was a high level of interest evidenced by parents and other community groups, and employers were impressed with the students who had completed courses and who were now working and/or doing a college course.
6. School teachers and TAFE college teachers claimed to have a much better understanding of each other's education system and a more favourable opinion of each other as professional persons.

The most frequently mentioned negative outcomes were as follows (in paraphrased form):

1. There were unexpected difficulties in co-ordinating timetables and several clashes with school routines caused problems for students and staffs.
2. During the course some parents objected to the loss of lesson time for their children, even though they were usually informed about such arrangements from the start.
3. A few initially enthusiastic students found that they disliked the TAFE college environment and/or the type of work involved in the particular course.
4. In some cases there was regret expressed by both school and college staff that only the non-academic stream of students had been given the opportunity to attend courses.
5. Some school staff claimed that several students seemed to play different roles because they were well behaved at the college, but upon returning to school they assumed their lazy, apathetic or disruptive behaviour.

6. Some college staff from the metal trades area were critical of the school curriculum in that it did not require prospective apprentices in the trades to do technical drawing; in their view this subject should be compulsory for such students.

3.2.4 Perceived Value of Link Courses in the School Program

A final item in the evaluation plan was to collect opinions on the place, value and likely future of link courses and other co-operative programs in the total school program, with particular reference to other forms of careers education. The school staff questionnaire contained one question directed specifically to this issue and another open-ended question of a more general kind. In addition, relevant questions were included on the interview schedule used with both school and college staff.

The focused question to school respondents asked them to consider which programs or activities, including link courses and other co-operative programs, offered the most benefits to students in easing their transition from school to work and/or further education. They were asked to examine a list of ten activities, to indicate any others which they considered important and then to nominate the three most beneficial of all (Table 36).

TABLE 36: Percentage response to: "which three programs or activities do you consider offer the most benefits to students in terms of easing their transition from school to work and/or further education?" (n=51)

Activity	% Response Schools
Work experience programs	85.2
A "careers education" course conducted by the careers adviser at the school	48.1
Link courses and other co-operative educational programs where students go to a college (as discussed in this survey)	68.5
School counselling	11.1
Courses/curriculum components in "living skills" (apart from careers education)	11.1
Advice and services from the Vocational Guidance Bureau or similar organisations	5.6
Visits and excursions to industry	0.0
Careers markets/expositions	14.8
Visits and excursions to institutions of further education	7.4
Holiday/after school jobs by students	9.3
Others	18.5

"Work experience programs" received the strongest endorsement with 85% of school respondents including this activity in their three choices. Link courses and other co-operative programs received the second vote (69% of respondents). The third preference went to "a 'careers education' course conducted by the careers adviser at the school" (48% of respondents). No other single activity was mentioned by more than 15% of school respondents. However, 19% included their own nomination in the three most beneficial

activities and the variety of these suggestions is shown in Table 37.

TABLE 37: List of programs and activities nominated by school respondents to assist students in the transition from school to work and/or further education, in addition to activities listed in Table 36 (n=10).

- A much broader and more relevant school curriculum
- Better follow-up services
- Better research into problems facing school leavers
- Career films and videos
- Careers camps
- Case studies
- Close contact with CES through planned visits
- Co-ordinated living skills program integrating careers, personal development and consumer education
- Courses on work ethics
- Creation of jobs for the unemployed
- Employer education
- Exchange between TAFE and school teachers
- Improved assessment and remedial education
- Interviews outside school
- Manpower planning
- More careers advisers
- Parent and family education programs
- Part-time schooling with work
- Provision of a "survival kit" to all school leavers
- Role playing and simulation
- Surveys of job opportunities in the local area
- Technical college pre-employment courses
- Training in use of leisure time
- Trial work placements with wages paid
- Use of a career reference centre
- Use of Labour and Industry Safety Education Service
- Visiting speakers from educational institutions and business, industry and community groups.

The final open-ended question in the school staff questionnaire asked: "Is there anything else you wish to say about link courses and other co-operative educational programs?" Approximately 46% of respondents took this opportunity to comment and the vast majority made positive comments. The following quotations exemplify this very favourable reaction:

> An essential part of a career programme. I did not list link courses as one of the three most beneficial (Q22) because this school has not been involved with link courses to a sufficient extent. If link courses could be extended to sufficient students, I feel it would have similar value to Work Experience.

> Students were keen to attend Technical College. They were able to use large scale machinery; be taught by teachers who were specialists in their particular trade. Students had some outside experience to look forward to each week. They associated with apprentices who were already working. Safety techniques were brought home to students who normally work on well-guarded machinery. Students had advantage in securing employment due to the experience they had gained. This did not occur as far as our students were concerned but those students who found Metal Fabrication uninteresting would not waste time trying out this type of employment.
>
> Excellent potential for providing relevance to general school education, especially to students not "fully stretched" by present courses in junior school.
>
> Seems to me that such link courses provide a most beneficial use of government funds in providing facilities which could not otherwise be provided by a school.
>
> I consider the link courses vital to the child of to-day who has to enter an "industrialised/commercial" world. I would like to extend the link course in my school into O.A.S. Higher School Certificate Subjects. Many parents want to keep children at school as a maturing process, and they are unable to succeed in the academically oriented H.S.C. Courses. With a combination of H.S.C. 2A Unit Courses and link courses covering O.A.S. courses these students could gain a Higher School Certificate and be better suited to the commercial/industrial world at the completion of Year 12.
>
> Although I have not rated link courses as being one of the three most beneficial programmes, I feel that they can be extremely valuable for students. We have only just begun to explore the possibilities of link courses. Let's not stop here!

The most frequent comments of a positive nature in response to the final question in the school staff questionnaire included the following (in paraphrased form): the course provided excellent learning opportunities and practical experience for students, particularly those who were of lower-ability or who were under-achieving at school; students were very keen to attend; the college provided a service which the school could not; the chance to use large-scale machinery of the type found in industry was invaluable; there was an increased awareness of the need for safety regulations; students benefited from having teachers who were specialists in their trade/field; the association with other college students was helpful; students had an advantage in securing employment due to the experience they had gained.

The only negative comments from school respondents in response to the final question were, in effect, pleas for more or better organised link courses: there is a need to provide courses for students of different ability levels; any spare resources should be used for these courses; transport costs should be subsidised; there are not enough places to meet student needs; programs for both sexes should be available; careers advisers need more time to liaise with TAFE colleges; some formal statement needs to be developed for students completing the course; a local administrator/co-ordinator is needed; and smaller class sizes are required, particularly for 'taster' courses.

In interviews most school and college respondents indicated that there was a very heavy demand for link courses and other co-operative programs. This demand existed not only for the types of courses conducted at the time of the survey, but for courses in different subject fields as well. The vast majority of respondents clearly expressed an intention to arrange further courses in 1980 and beyond, on a much larger scale if possible. For example, staff from one college stated that they would like to run their metal trades course in each term during 1980 and to take in nine groups instead of three, thereby covering six instead of two high schools.

The major constraints on such future expansionary plans were seen by most interviewees to be twofold: the lack of accommodation at colleges and the availability of suitably qualified teachers. Many college staffs itemized various changes which they intended making to future courses, which included: changing the curriculum to better suit the needs of school students; shortening or lengthening the course in individual session or total length; ensuring that students of both sexes were enrolled; reducing class sizes; improving teaching methods; and providing more structured forms of assessment. These comments revealed the high degree of reflection about and planning for link courses which had been undertaken in several locations at the end of 1979.

In summing up their opinions, the vast majority of both school and college staff interviewees stated that link courses and other co-operative programs had made an extremely valuable contribution to the education of secondary school students. School staff made particular reference to their value in complementing and supplementing other aspects of careers education, such as work experience programs.

CHAPTER 4

CONCLUSIONS

This study produced a large quantity of data relevant to the specified objectives of the evaluation. The ways in which the information was gathered were generally effective, although the full value of the data was perhaps not realised because of the constraints of time and resources. A framework of how courses operate and of what they consist has been established. The perceptions of people involved in the courses has also been probed and has revealed both similarities and discrepancies between groups and individuals.

A synthesis of the major findings of the evaluation and some interpretations and suggestions by the evaluators are shown under seven headings.

4.1 General

4.1.1 The majority of those who have participated in link courses or other co-operative educational programs have a strong positive attitude to them and wish the programs to continue. This appears to be the case across the whole range of different programs.

4.1.2 All of the different types of program appear to have a place in educational co-operation. The evaluation team do not consider that divisions are sufficiently sharp and classifications clear-cut enough to justify a distinction between 'link taster', 'link exploratory', 'skills programs' etc. Any excessively restrictive centralised definitions or guidelines could constrict the local community-based initiatives which lead to programs suited to the specific needs of that community.

4.1.3 In nearly all programs, the extension of educational opportunity or the exposure to a more adult work-force-oriented situation were seen by participants as major benefits.

4.1.4 On the whole, co-operative educational programs provided an efficient use of resources and resulted in effective programs. Staff and students appeared to be highly motivated and were prepared to put in extra time and energy.

4.2 Provision

4.2.1 While a wide variety of courses, in respect of curriculum source, length of program and subject area is offered statewide, students within any one area are frequently restricted in terms of the type of course available. Broader offerings on a local geographic basis might be considered, both in country and metropolitan areas.

4.2.2 The number of student places was insufficient, in many instances, to cater for the demand. Provision could well be extended to cater for more student places in any one course.

4.2.3 Most courses drew from Year 10 students, with Years 11 and 12 represented mainly, though not exclusively, in Schools' Board courses in 'sheep and wool'. A wider variety of programs for Year 11 and 12 students, and further provision for Years 7 and 8 should be investigated.

4.3 Resources

4.3.1 Material costs of co-operative educational programs appeared to be relatively small, with a few exceptions. Greater expenditure on resources and staffing would alleviate many problems.

4.3.2 There were serious recurring problems in attempting to achieve co-operative timetabling. While staff from different institutions were willing to co-operate, the lack of accommodation and staff time exacerbated the situation. Lack of such resources also restricted the ability of institutions to meet the demand for student places and for a wider variety of courses.

4.3.3 Facilities, including accommodation, staff and equipment, need to be provided for an extension of provision of link courses. This would obviate many of the problems relative to timetabling and student selection for courses. Co-operative use of resources should be investigated and encouraged.

4.3.4 It was noted that co-operative programs involved a considerable input of TAFE resources (i.e. State Government resources) into the non-government school sector. This may need to be acknowledged as an extension of 'State Aid'.

4.4 Organisation

4.4.1 Some institutions perceived the guidelines and machinery for course approvals as a problem. Courses were delayed and guidelines were seen as too restrictive in some cases.

4.4.2 Courses of at least 20-30 hours spread over eight to ten weeks were preferred. These gave students the opportunity to acquire some knowledge and skills and have experience in the use of equipment. Courses which exposed students to a wide variety of subject areas for brief periods only did not appear to be so favoured.

4.4.3 If co-operative courses are to operate efficiently, they will need to be timetabled as part of the normal programs of the institutions involved. Timetabling co-operative courses on regular overtime for TAFE teachers appears undesirable, because this reduces the status of such courses and makes them particularly vulnerable in cases of industrial disputes.

4.4.4 Students may need to be withdrawn from other school courses to attend link-type courses. In such circumstances, consideration should be given to the problems involved and to other options such as attendance outside normal school hours.

4.4.5 In the majority of cases school students received instruction in classes separate from TAFE students. A desire for more communication between the two groups was expressed by the school students. Severe practical difficulties in achieving this were indicated by TAFE teachers.

4.4.6 Insurance arrangements for the students and institutions involved should be formalised and standardised, and costs of travel for students should be investigated. A subsidy for students' fares is supported.

4.5 Selection of Students

4.5.1 A greater involvement of TAFE staff, in co-operation with school staff, in the development of criteria for the selection of students and in the dissemination of information about the courses, should occur. This could obviate some of the misconceptions which have occasionally arisen in the minds of students regarding the nature of the program for which they apply - misconceptions which the school staff often have insufficient knowledge to dispel.

4.5.2 Both college and school staff sometimes displayed preconceptions about the types of students who 'ought to' be involved in co-operative programs. The range included: the very gifted in particular subject areas; the slow learners; the handicapped; those likely to leave school in the near future instead of attempting the H.S.C.; those who were well behaved and also some who were seen as discipline problems at school.

4.5.3 Given the constraints of availability of courses, rights of veto by staff, and the encouragement and discouragement which operated on the basis of the above preconceptions, there was a high degree of free choice exercised by students in enrolling in co-operative programs. This may account for the apparent high levels of motivation and satisfaction found.

4.5.4 Parental encouragement was a factor in some courses (particularly 'sheep and wool'), but more parental involvement in, and knowledge of, co-operative programs appears desirable.

4.5.5 Attempts to break down sex-stereotyping in courses were made, but these have so far met with limited success. This appears to be a result of general social attitudes affecting students and their parents and peers. Further investigation of this issue, and of means of achieving greater mobility across traditionally stereotyped subject areas is required.

4.6 Curriculum and Assessment

4.6.1 The curriculum in most cases came exclusively from one or other institution involved. Greater co-operation in the design of curricula should be fostered to avoid misperceptions and ensure more effective programs. This also applies to methods of instruction. Release from normal duties for staff is essential for such co-operative planning and developmental activity. Teachers concerned must be made fully aware of the provisions for such release, and informed of the methods by which such release may be sought.

4.6.2 Visits to industry in some cases can be an important part of co-operative programs and adequate resources need to be provided for these where necessary.

4.6.3 There is some confusion in the area of student assessment and awards. Considerable investigation is needed in this area. Teachers at all types of institutions involved should be extensively consulted and some centralised guidelines developed co-operatively by all sectors involved.

4.7 Aims and Outcomes

4.7.1 School staff saw co-operative programs as having more general 'broadening' aims, including the development of 'personal qualities' as well as providing an awareness of vocational and educational qualities after school, while TAFE staff placed comparatively greater emphasis on the development of specific knowledge and

skills and the opportunity for practical 'hands-on' experience. This partly reflects the different roles which the school and TAFE staff perform in many of the co-operative programs. There was some agreement among staff of both institutions that the general and specific aims were both valuable - the difference was often one of emphasis or priority.

4.7.2 The aims of the Link Course Sub-Committee of the Education Co-ordination Committee were generally reported as having been achieved, at least to some extent, by the staff of both schools and colleges. There appeared to be little difference, in respect of the extent to which these aims were achieved, between the older co-operative programs ('sheep and wool' and typing) and the newer programs (i.e. those specifically set up and designated as 'link courses'). This reinforced the belief of the evaluation group that the broad spectrum of co-operative programs which exists cannot be easily divided into arbitrary divisions on the basis of aim or purpose. A range of different programs can and should co-exist and receive support.

4.7.3 Students' perceptions regarding co-operative programs matched more closely those of TAFE teachers than of school staff. Students stressed their enjoyment of learning practical skills in these programs, although they indicated a broadening of their awareness of a more adult environment and of educational and vocational opportunities beyond school as well. This adds weight to the view that any attempt to emphasise a 'taster' or 'exploratory' approach at the expense of teaching skills and giving 'hands on' experience is likely to result in a reduction of the high level of enthusiasm with which students currently view co-operative programs. This acquisition of skills and practical experience is not seen as inconsistent with the concurrent broadening of awareness.

4.7.4 The evaluation team considered that, to improve the effectiveness of courses for students, there is a need for greater co-operation between staffs and mutual knowledge of each others interests, courses, aims and approaches.

4.7.5 In the wider field of careers education, link courses were considered to be the second most successful activity, after work experience programs, in assisting students' transition from school to work and/or further education. However, some respondents claimed that they had insufficient experience with either or both of these activities to be completely certain about such judgements.

While the evaluation group considers that a great deal of valuable data was collected and hopes this report will contribute to greater understanding of co-operative educational programs, we also consider that there are limitations on the data gathered and consequently on the nature and extent of the conclusions drawn. If further studies of co-operative educational programs are to be undertaken, it is recommended that data related to the achievement of students be gathered both before and after attendance at different kinds of programs and that longitudinal studies be carried out.

In the wider context of transition from school to work programs, comparative evaluations are recommended between different types of programs in order to assess their effectiveness, thereby ensuring a more efficient allocation of resources for these activities.

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APPENDIX A - STATEMENT OF THE AIMS OF LINK COURSES

This tentative statement was prepared by the Link Course Sub-Committee of the Education Co-ordination Committee in 1979.

Link courses provide educational benefits to school students by increasing co-operation between the various sectors of education, including greater access to scarce human and physical resources. These benefits apply to students' general education and to their transition from school to post school life.

A. *GENERAL EDUCATION*

Link courses aim to extend school students' general education by:

- providing more educational options than are available through one institution;
- motivating students in their traditional, more academic subjects by assisting them to discover their relevance for employment and further education;
- enabling students to develop a better understanding of their own capabilities, interests and limitations;
- providing students with the useful social and personal experience of studying in a more adult environment;
- encouraging students to regard education as a continuing process;
- accelerating learning for students with special gifts and/or interests, and those with specific disadvantages.

B. *TRANSITION FROM SCHOOL TO POST-SCHOOL LIFE*

Link courses aim to prepare students for the transition from school to post school life by:

- increasing students' vocational awareness, including:
  - (a) the range of available occupations
  - (b) educational requirements for entry to these occupations
  - (c) occupational skills and attitudes
  - (d) career paths and opportunities
- developing student awareness of the range of opportunities in post-secondary education through first-hand experience;
- contributing to students' psychological orientation to and preparedness for employment and/or post-secondary education;
- contributing to non-vocational aspects of students' post-school life.

APPENDIX B - OVERVIEW OF EVALUATION PLAN

Stage of Evaluation	Brief Description of Data Sources and Methods	Work Schedule
Pilot	The following instruments will be designed: Group — Institution — Questionnaire — Interview Schedule Students — School — 1 — 1 Administrators (principals & teachers) — School & TAFE — 1 — 1 Teachers of Link Courses — School & TAFE — 1 — 1 These instruments will be piloted at 2 local areas (each area involving a college and cluster of schools) and then refined accordingly.	Draft outlines of instruments (for pilot) will be presented at meeting of 27/9/79. Committee to have approved final instruments and schedule for visits before 12/10/79.
Survey	Questionnaires will be mailed to the principals of all schools/colleges involved in Link Courses. Principals will also be asked to distribute questionnaire(s) to the teacher(s) directly concerned with Link Courses at their institution, either in an administrative or teaching capacity.	Questionnaires - to be sent out by 19/10/79 to be returned by 2/11/79 follow-up 2/11/79 Questionnaires not received by 9/11/79 will not be included in data analyses.
Visitation	Visits will be made to 5-10 local areas for intensive interviews.* Principals will be interviewed individually at their institution. Teachers will be interviewed individually or in groups, either at their institution or at a combined meeting (if feasible). School students will be interviewed in groups and, at the end of the session, be given a questionnaire for completion and return to the teacher or principal (for return to the Evaluators). *This is intended to cover 15-20 different courses.	Visits - to commence 15/10/79 to end 9/11/79
Analysis & Reporting	Questionnaire and interview data will be analysed separately and then compared. For the quantitative items on the questionnaire, analyses will consist mainly of frequency tables & cross-tabulations, which will necessitate computer processing. At this stage, it is envisaged that the Report will be fairly brief with a number of appendices containing descriptive data.	Analyses of Data to Start 12/11/79 Complete Report in handwritten form (ready for typing) by 5/12/79

Note: This overview was presented by the Evaluation Team to the Link Course Sub-Committee in September 1979. Details in the Plan such as methods of collecting data, the timing of the "work schedule" and the format of the Report, were changed as the evaluation progressed.

C1 - PRINCIPAL/TEACHER INTERVIEW SCHEDULE

SURVEY OF LINK COURSES AND OTHER CO-OPERATIVE EDUCATIONAL PROGRAMS

PRINCIPAL/TEACHER INTERVIEW SCHEDULE

(1) Formation of Co-operative Program

1.1 Could you tell us how this Co-operative Program was established?
(Probes: reasons, persons involved, time taken, difficulties encountered, when is/was the course running, was it a single course or part of a whole careers education program?)

1.2 What are/were the characteristics of the student group(s) taking this Co-operative Program?
(Probes: year, sex, ability level, future orientation, size, homogeneous or mixed.)

1.3 How were students selected for the program?
(Probes: directed, consulted, free choice, degree of parent involvement, role of each institution, reasons for such choices.)

(2) Curriculum Planning and Implementation

2.1 How was the curriculum for this Co-operative Program developed?
(Probes: how was it different to existing curricula - standard TAFE course, newly developed course in co-operation, standard school syllabus, school course developed in TAFE college; additional to total school curriculum or part of it, additional to total TAFE curriculum or part of it.)

2.2 How is/was the course actually organised?
(Probes: group organisation - separate or mixed with TAFE students; length of course; time allocation; location; school time or out-of-school time; co-operative timetabling? course timetabled or additional to timetabling? problems in timetabling.)

2.3 What were the aims of this program? We would like a copy if you have them available.
(Probes: as written down and agreed upon; or if not written what do you perceive to be the aims?)

2.4 To what extent do you think these aims were achieved?

2.5 Were there any outcomes (positive or negative) of this Program which you did not expect?

2.6 Is/was there anything distinctive or significant about the teaching methods of this Co-operative Program?

2.7 In organising the course have any special arrangements been necessary in regard to travel and insurance for students?
(Probes: travel - distance, type of transport, costs, time involved, problems; Insurance - necessity, type(s), problems; Industrial Visits - number, type, success.)

2.8 What resourses (both human and material) have been necessary to implement effectively the Co-operative Program?
(Probes: Staff - no. of teaching and support staff, selection problems, special preparation, degree of co-operation between school and TAFE staff; Material Resources - buildings, rooms, specialist facilities, teaching and learning materials and aids; Funding - at what level is allocation made, trade-offs between institutions.)

2.9 How are/were students doing this course supervised and assessed?
(Probes: methods, by whom? standards, awards, certificates, issued by whom? degree of acceptance, any credit in standard TAFE courses? approved for School Certificate or Higher School Certificate? conflict between school and TAFE staff?)

2.10 What communication or interaction has occurred with the various groups involved in this Co-operative Program?
(Probes: Could we please take each group one at a time - students, parents, between the institutions involved, the wider community (including employers and the media), the Departments of TAFE and Education, other institutions.)
Could you please tell us about the type of communication and how often it has occurred, in each case?

2.11 Could you summarize the major problems associated with this Program?
(Probes: planning, implementation, curriculum, evaluation. Use Checklist.)

(3) Future Plans

3.1 What sort of demand is there for these types of courses?

3.2 Do you intend to run courses like this again?
(Probes: commitment in terms of staff and resources; other demands - work experience, careers education, "living skills" courses, school counselling.)

3.3 What help would you like?
(Probes: information; staff training; materials; closer contact between institutions.)

C2 - STUDENT INTERVIEW SCHEDULE

SURVEY OF LINK COURSES AND OTHER CO-OPERATIVE EDUCATIONAL PROGRAMS

STUDENT INTERVIEW SCHEDULE

1. How were you selected to do this Co-operative Program? (Probes: directed, consulted, free choice, degree of parent involvement, role of each institution, reasons for such choices, was it a single course or part of a whole careers education program.)

2. Why did you want to do this course? or what did you expect to get out of it?

3. What do you think the teachers wanted you to get out of the course?

4. Did you achieve what you wanted?

5. Do you think you achieved what the teachers wanted you to achieve?

6. How were these classes/lessons different from you normal lessons? Did the teacher(s) behave differently toward you, did he/she/they teach in a different way? Did you do different things? (Probes: more practical approach, learned to do things rather than about things, treated in a more adult way.)

7. Have any special arrangements been necessary in regard to travel and insurance for students? (Probes: Travel - distance, type of transport, costs, time involved, problems; Insurance - necessity, type(s), problems; Industrial visits - number, type, success.)

8. How are/were you supervised and assessed? (Probes: methods, by whom? standards, awards, certificates, issued by whom? degree of acceptance, any credit in standard T.A.F.E. courses? approved for School Certificate or Higher School Certificate?)

9. Have you taken part in other courses designed to prepare you for post-school life (e.g., work experience, careers education, courses in "living skills", advice from Vocational Guidance Bureau, visits to industry, careers markets/expositions)? If so, how do they compare with this sort of program? If you haven't done any of them, which ones seem the most useful?

Educational Coordination Committee

C3 - LETTER TO INSTITUTIONS SEEKING CO-OPERATION IN THE EVALUATION

SURVEY OF LINK COURSES AND OTHER CO-OPERATIVE EDUCATIONAL PROGRAMMES

1st November, 1979.

Dear Principal,

On behalf of the Educational Co-ordination Committee, which consists of the heads of the Departments of Education and Technical and Further Education and the Higher Education Board, we are gathering information regarding link courses and other co-operative educational programs, involving secondary schools and Post School institutions such as TAFE colleges. We would appreciate it if you would complete the attached questionnaire(s) in respect of any such programs in which your institution is or has been involved.

If your institution has not been involved in such a program, but either has been approached by other institutions to explore the possibility of involvement or is planning to be involved in such a program in the future, please indicate this and give any details on a separate note. Do not fill in the questionnaire(s). If you have no information which is relevant to this survey, please return the questionnaire(s) blank in the envelope provided.

We apologise if you have already provided some of the information requested to your own Department or to others, but not all institutions concerned with co-operative educational programs have done so, and in many other cases new or revised programs have been conducted or commenced since some of the data was last gathered. In order to obtain up to date information in a consistent format, we request your co-operation in completing the attached questionnaire(s), whether the program at your institution is "new" or "old", and whether or not you have already provided some of this information to someone else.

Please complete a separate questionnaire for each program (our use of the term "program" and other terminology is defined in the introduction to the questionnaire).

Although the questionnaire(s) is/are addressed to you as the Principal of the institution, you are invited to consult with other members of your staff who are or have been concerned with link courses and other co-operative educational programs either as teachers or administrators, in completing the questionnaire. Indeed, if you consider that other members of your staff have taken prime responsibility for such programs at your institution, you may wish to have them fill out the questionnaire(s).

All information provided by you in the attached questionnaire(s) will be treated in confidence by the evaluation group. No individual person or institution will be identified in the report to the Educational Co-ordination Committee.

Please mail your questionnaire(s) to A. Warren, Ministry of Education, Department of Education, Box 33 G.P.O. Sydney, in the envelope provided BY WEDNESDAY, 14TH NOVEMBER 1979.

Thank you for your co-operation.

Alan Craig

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C3

Educational Coordination Committee

C4 - REMINDER LETTER TO INSTITUTIONS

REMINDER - QUESTIONNAIRES ON LINK COURSES AND OTHER CO-OPERATIVE EDUCATIONAL PROGRAMS

13th November, 1979.

Dear Principal,

Just a short note to remind you about the questionnaire(s) concerning link courses sent to you a few weeks ago.

If you have already returned your questionnaire(s), we thank you for your co-operation.

If you have not yet filled-in your questionnaire(s), we would ask for your urgent attention to this matter. We recognise the amount of work involved, but to ensure valid conclusions from the survey a high response rate is important.

Please return completed questionnaires to:

A. Warren,
Ministry of Education,
Department of Education,
Box 33, G.P.O.
SYDNEY. 2001.

We very much appreciate the help that you, the pioneers in this important field, have provided.

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C5 - SCHOOL STAFF QUESTIONNAIRE

SURVEY OF LINK COURSES AND OTHER CO-OPERATIVE EDUCATIONAL PROGRAMS

INTRODUCTION TO SCHOOLS QUESTIONNAIRE

1. *DEFINITIONS:*

A link course or co-operative educational program is a series of instructional sessions, in which secondary school students attend a post-school institution (university, CAE, TAFE college), or in which teachers/lecturers from a post-school institution give lessons to students at the school itself.

A single program or course would in general be expected to cover (part of) a particular 'subject area' (e.g. Sheep Husbandry or Wool Technology, Typing and Office Skills, a 'High School enrichment' program, Pilot Link course, etc.). However, it may cover a range of subjects in an introductory or 'taster' approach e.g. a series of introductory sessions on various Trade areas. 'One-off' guided tours of post-school institutions are not included.

A class is a group of students who (normally) attend a lesson together on a particular occasion, whether or not it is the same group of students over the whole program (e.g. in a one-year 'Sheep and Wool' course there will be a number of lessons each attended by, basically, the same students; in a 'taster' program there will be a number of classes, the membership of which may vary.)

2. We would like you to answer this questionnaire only if students from your school have been involved in a link course or other co-operative educational program during 1979. Please respond in terms of the current program or, if no such program is currently running, the last program run in 1979.

If students from your school have been involved in more than one co-operative educational program during 1979, PLEASE COMPLETE A SEPARATE QUESTIONNAIRE FOR EACH PROGRAM.

3. *FORMAT FOR COMPLETING THE QUESTIONNAIRE:*

If a series of alternative responses is provided with one number per response, please circle only the one number for the response which you consider represents the 'best' or most appropriate answer. If you wish to change your response, clearly cross out the original number you circled, and circle the new response - e.g.

Your school caters for students from

			ADP use only
Years 7 - 10	~~1~~	NOT ①	
Years 11 and 12	2	NOT ②	
Other/combination of above (please specify) Years 7 to 12 inclusive	③	NOT 3	

If the response to a question involves writing actual numbers yourself, and 'boxes' are provided, please write one digit in each box, starting with zeros from the left if necessary e.g.

How many hours per week do students attend this program?
(answer 3 hours)

0	3

NOT

3	

SURVEY OF LINK COURSES AND OTHER CO-OPERATIVE EDUCATIONAL PROGRAMS

QUESTIONNAIRE TO SCHOOLS

Questionnaire No. | ADP Use Only

[ ][ ][ ] Column 1 - 3

Q1. What is/was the general subject area and title of the co-operative educational program in which your school was/is involved in 1979? (If one program covered a number of subject areas - e.g. a 'taster' or 'enrichment' program - please indicate this.)

_____ [ ][ ] 4 - 5

_____

_____

_____

_____

Q2. How many of your students attend(ed) this program? (Please write your answer in the box e.g. 008 for 8 students, 025 for 25 students.)

[ ][ ][ ] 6 - 8

Q3. Please indicate any resources committed to this program by your school:

_____

_____

_____

_____

_____

Estimate approximate cost for 1979 in dollars, if possible, and record in box.

[ ][ ][ ] 9 - 11

Q4. Indicate any staff development/in-service training for school staff (teachers, careers advisers etc.) related to this program or to co-operative educational programs generally. Please specify and comment:

_____

_____

_____

_____

ADP Use Column

Q5. What is the source of the curriculum for this program?

('Standard' means not specifically developed for co-operative educational programs)

Standard CAE curriculum	1	
Standard TAFE curriculum	2	
Standard Secondary Schools Board (i.e. School Certificate) curriculum	3	
Standard Board of Senior School Studies (i.e. HSC) curriculum	4	
HSC 'Other Approved Studies' curriculum	5	
Curriculum specifically designed or extensively modified for this program by your staff	6	12
Curriculum specifically designed or extensively modified for this program by TAFE staff	7	
Curriculum specifically designed or extensively modified for this program by your staff and TAFE staff co-operatively	8	

Comments:

_____

_____

_____

_____

_____

_____

Q6. There are/were students in this program from your school who are/were from - (please circle as many numbers as appropriate.)

Year Seven	1	13
Year Eight	1	14
Year Nine	1	15
Year Ten	1	16
Year Eleven	1	17
Year Twelve	1	18

Comments:

_____

_____

_____

_____

ADP Use Only Column

Q7. Do/did students from your school attend

separate classes from TAFE students	1	
classes together with TAFE students	2	
other arrangement not adequately described above (e.g. some classes together, some separate) - please specify	3	19

Comments:

Q8. Is/was instruction in this program carried out

entirely or mainly by the staff of the TAFE institution	1	
by the school staff and TAFE staff in co-operation	2	
entirely or mainly by school staff	3	20
other arrangement (please specify)	4	

Comments:

ADP Use Only Column

Q9. Is/was instruction in this program carried out

entirely or mainly on the premises of the TAFE institution	1	
entirely or mainly on school premises	2	21
other arrangement (please specify)	3	

_____

_____

_____

Comments:

_____

_____

_____

_____

_____

Q10. Were there any visits to industry carried out as part of this program?

Yes	1	
No	2	22
Not sure	3	

Comments:

_____

_____

_____

_____

_____

Q11. Other than the right to approve/refuse entry, what was the extent of the involvement of each of the following people in the selection of students for this co-operative educational program? (Please circle one number in each row.)

	considerable	some	very limited	none	
school principal	1	2	3	4	23
school careers advisor	1	2	3	4	24
other teachers at the school	1	2	3	4	25
the students themselves	1	2	3	4	26
the students' parents	1	2	3	4	27
the TAFE institution	1	2	3	4	28
other (please specify)	1	2	3	4	29

ADP Use Only Column

Comments: (Q11.)

Q12. Which one of the following do secondary school students who attend this program receive?

a statement of attendance only	1
a formal qualification or statement of attainment from the Education Department	2
a formal qualification or statement of attainment from the TAFE institution	3
other (e.g. combination, none of the above - please specify)	4

30

Comments:

Q13. Are/were there any special insurance arrangements for students attending this program?

Yes	1
No	2
Not sure	3

31

Comments:

ADP Use Only Column

Q14. Do students usually attend this program

entirely during normal school time	1	
partly school time, partly own time	2	32
entirely during their own time	3	

Comments:

Q15. Please describe travel arrangements for students involved in this program:

Q16. What were the aims of this Program? (These need not have been formally stated.)

Q17. To what extent do you think these aims were or are being achieved?

Q18. Please describe any unintended outcomes (positive or negative) of this Program.

Q19. Please describe any problems associated with the planning, implementation or evaluation of this Program.

Q20. Below are some statements which may relate to link courses and other co-operative educational programs. Please indicate the extent to which you consider each of these statements applied to this program, by circling the appropriate number.

Please circle ONE number in each row.

Circle 1 if the statement applied to a considerable extent.
Circle 2 if the statement applied to some extent.
Circle 3 if you are not sure.
Circle 4 if the statement applied to a very limited extent.
Circle 5 if the statement did not apply at all.

	THIS PROGRAM:	Cons. Ext.	Some Ext.	Not Sure	Very Lim. Ext.	Not At All	ADP Use Only
20.1	...provided students with the useful experience of studying in a more adult environment.	1	2	3	4	5	33
20.2	...encouraged students to regard education as a continuing process.	1	2	3	4	5	34
20.3	...accelerated learning for students with special gifts and/or interests, and those with specific disadvantages.	1	2	3	4	5	35
20.4	...increased students' awareness of the range of available occupations.	1	2	3	4	5	36
20.5	...enabled students to develop a better understanding of their own capabilities, interests and limitations.	1	2	3	4	5	37
20.6	...developed student readiness for employment and/or post-secondary education.	1	2	3	4	5	38
20.7	...informed students about educational requirements for entry to a range of available occupations.	1	2	3	4	5	39
20.8	...contributed to non-vocational aspects of students' post-school life, e.g. leisure and recreation.	1	2	3	4	5	40
20.9	...informed students about career paths and opportunities for a range of available occupations.	1	2	3	4	5	41
20.10	...provided more educational options than were available through the school only.	1	2	3	4	5	42
20.11	...developed student awareness of the range of opportunities in post-secondary education.	1	2	3	4	5	43

THIS PROGRAM:	Cons. Ext.	Some Ext.	Not Sure	Very Lim. Ext.	Not At All	ADP Use Only
20.12 ...informed students about occupational skills and attitudes associated with a range of available occupations.	1	2	3	4	5	44
20.13 ...assisted students to discover some relevance in their school subjects for employment and further education.	1	2	3	4	5	45

Q21. To assist students in the transition from school to work and/or further education, any of the following programs or activities may be used. Please read the list provided and add any suggestions of your own, numbering from 11 onwards.

01 Work experience programs

02 A "careers education" course conducted by the careers adviser at the school

03 Link courses and other co-operative educational programs where students go to a college (as discussed in this survey)

04 School counselling

05 Courses/curriculum components in "living skills" (apart from careers education)

06 Advice and services from the Vocational Guidance Bureau or similar organisations

07 Visits and excursions to industry

08 Careers markets/expositions

09 Visits and excursions to institutions of further education

10 Holiday/after school jobs by students

11 _____

_____

_____

_____

_____

_____

_____

_____

Q22. Which three programs or activities do you consider offer the most benefits to students in terms of easing their transition from school to work and/or further education?

Please choose from the above list, including your own, and write the appropriate numbers in the boxes below.

The three most beneficial programs or activities are -		ADP Use Only Column
Number	☐☐	46 - 47
Number	☐☐	48 - 49
and Number	☐☐	50 - 51

Q23. Is there anything else you wish to say about link courses and other co-operative educational programs?

THANK YOU VERY MUCH FOR ANSWERING THIS QUESTIONNAIRE

SURVEY OF LINK COURSES AND CO-OPERATIVE EDUCATIONAL PROGRAMS

STUDENT CHECKLIST

Please tell us to what extent you agree or disagree with each of the statements on this page.

The course you are doing, or have done, at the Technical College: (Please circle one number in each line) No.	Strongly agree	Agree	Not Sure	Disagree	Strongly disagree	ADP use only Column 1 - 3
1. Made you think about more kinds of education or training after you leave school than you thought of before.	1	2	3	4	5	4
2. Made you see that some of the subjects you are doing at school are more useful than you thought.	1	2	3	4	5	5
3. Was boring.	1	2	3	4	5	6
4. Gave you a better idea of what sort of work or study you are good at.	1	2	3	4	5	7
5. Seemed pointless because you don't get any marks for it.	1	2	3	4	5	8
6. Gave you chance to see how older people study and learn.	1	2	3	4	5	9
7. Gave you a chance to talk to and work with older students.	1	2	3	4	5	10
8. Made you miss important schoolwork.	1	2	3	4	5	11
9. Showed you that education and training can go on after you leave school.	1	2	3	4	5	12
10. Helped you to learn more quickly about things that really interest you.	1	2	3	4	5	13
11. Gave you a better idea about what jobs you might go into.	1	2	3	4	5	14
12. Was too hard to understand.	1	2	3	4	5	15
13. Showed you there are more kinds of jobs than you thought there were.	1	2	3	4	5	16
14. Was physically hard work.	1	2	3	4	5	17

		Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree	ADP use only
15.	Gave you an idea of what training you need to do to get different kinds of jobs.	1	2	3	4	5	18
16.	Seemed to be unpleasant, dirty, noisy or dangerous.	1	2	3	4	5	19
17.	Gave you an idea of what sort of work you might be good at.	1	2	3	4	5	20
18.	Was too much like school.	1	2	3	4	5	21
19.	Gave you an idea of what sort of training you could do after you left school, and what it would be like.	1	2	3	4	5	22
20.	Took up too much of your own time.	1	2	3	4	5	23
21.	Generally gave you a better idea than you had before of what life outside school is like.	1	2	3	4	5	24
22.	Involved too much travelling.	1	2	3	4	5	25
23.	Gave you a chance to learn how to do some useful, practical things.	1	2	3	4	5	26
24.	Was too long.	1	2	3	4	5	27

Please say what you <u>liked most</u> about the Technical College course:

Please say what you <u>disliked most</u> about the Technical College course:

C7 - COLLEGE STAFF QUESTIONNAIRE

SURVEY OF LINK COURSES AND OTHER CO-OPERATIVE EDUCATIONAL PROGRAMS

INTRODUCTION TO QUESTIONNAIRE

1. Definitions.

1.1 A co-operative educational program is a series of lessons (or instruction/sessions, practical demonstrations or exercises) in which secondary school students attend a post-school institution (e.g. T.A.F.E. college, C.A.E., university) or in which teachers/lecturers from a post-school institution give lessons (etc.) to secondary students in the school. (Link courses are included in co-operative educational programs).

1.2 A single program or course would, in general, be expected to cover (part of) a particular subject area.

(e.g. Sheep Husbandry and Wool Technology, taught by T.A.F.E. teachers; a Typing/Office Skills course attended by secondary students;
a High School Enrichment program; a pilot link course etc.)

However it may cover a range of subjects in an introductory or 'taster' approach (e.g. an introduction to various Trades, conducted to familiarise secondary students with the work and learning involved.)

1.3 A class is a group of students who (normally) attend a lesson (or session of practice etc.) together on a particular occasion, whether or not it is the same group of students over the whole program. (e.g. in a one-year 'Sheep and Wool' course there will be a number of lessons each attended by, basically, the same students; in a 'taster' program there will be a number of classes, the membership of which may vary).

1.4 Classes 'in parallel' or over the same period of time are classes within the same program which start and finish at approximately the same points of the year and which cover substantially the same subject matter - e.g. 2 Typing courses for secondary students running throughout 3rd term, at the same college, one on Tuesdays, one on Thursdays, would be 'parallel classes, in the same program (even if attended by students from different schools).

2. Please complete a separate questionnaire for each program.

Respond to the main part of the questionnaire in respect of the current program at your institution or, if no program is currently under way, the last program run in 1979.

Please pay particular attention to Q. 19 if your institution has been involved in the same program on previous occasions.

3. Format for completing the questionnaire:-

Please assist coding and analysis procedures by observing the following format in completing the questionnaire.

If a series of alternative responses is provided with one number per response, please circle only the one number for the response to that question which you consider represents the 'best' or most appropriate answer. If you wish to change your response, clearly cross out the original number you circled, and circle the new response - e.g.

Q. Your institution conducts courses for High School students

A D P Use Only

during 'school time'	(1)		1
after school, but only on school days	2		2
during weekends and school holidays	3	NOT	(3)
partly during school time, partly after school on school days	4		4
other/combination of above (please specify)	(5)		5

"School days for normal lessons, weekends for industry visits"

If, however, there is a row of alternative numbers for each response,

(e.g.	Strongly agree	agree	not sure	disagree	strongly disagree),
(question)	1	2	3	4	5

Please circle one number in each row.

If the response to a question involves writing actual numbers yourself, and 'boxes' are provided, please write one digit in each box, starting with zeroes from the left if necessary - e.g.

How many hours per week do students attend this program?

	0	5
NOT	5	

SURVEY OF LINK COURSES AND OTHER

CO-OPERATIVE EDUCATIONAL PROGRAMMES.

Questionnaire No. | A D P Use Only

Column 1 - 3

Q. 1. What is/was the general subject area and title of your program? (If one program covered a number of subject areas - e.g. a 'taster' program, please indicate this).

_____

_____

_____

_____

_____

_____

4 - 5

Q. 2. The program in respect of which you are responding is one which:

was conducted in 1979 and is now completed 1

is currently being conducted 2 6

If neither, please go to Q. 19.

Q. 3. (a) How long is/was each lesson or session of attendance.

(No. of hours) 7 - 8

(b) How many Secondary School students (on average) attend(ed) each lesson or session? 9 - 10

(c) How many sessions or lessons does/did the full program consist of? 11 - 12

A D P Use Only Column

(d) How many classes in parallel (have) run for this program at your institution

[ ] 13

Comments on Q. 3.

_____

_____

_____

_____

_____

Q. 4. Please indicate resources committed to this program by your institution.

(a) Teacher hours for the total length of this program

[ ][ ][ ] 14 - 16

Comments:

_____

_____

_____

(b) Estimated approximate cost of materials (other than capital equipment) supplied/ paid for by your institution.

(dollars) [ ][ ][ ] 17 - 19

Comments:

_____

_____

_____

Only
Column

(c) Captial equipment, classrooms, workshops (please specify and comment).

(d) Ancillary (i.e. non-teaching) staff involvement (please provide details if possible).

(e) Staff development/in service training related to co-operative educational programs (Please specify and comment).

(f) Resource commitment to curriculum development (if possible, specify teacher hown committed and indicate whether any funds were mad available specifically for this purpose).

A D P Use Only Column

(g) Resources committed from sources other than your institution to this program - if known, please indicate.

_____

_____

_____

_____

_____

_____

Q. 5. What is/was the source of the curriculum for this program?

('Standard' means not specifically developed for Link courses or other co-operative educational programs).

Standard CAE curriculum	1	
Standard TAFE curriculum	2	
Stnadard Secondary School Board (i.e. School Certificate) curriculum	3	21
Standard Board of Senior School Studies (i.e. H.S.C.) curriculum	4	
B.S.C 'Other Approved Studies' curriculum	5	
Curriculum specially designed on extensively modified for a co-operative. or 'link' program <u>by the school staff</u>.	6	
Curriculum specially designed or extensively modified for a co-operative or 'link' program <u>by your staff</u>.	7	
Curriculum specially designed or extensively modified for a co-operative or 'link program by the <u>school and your staff in co-operation</u>	8	

Q. 6. The Secondary School students in this program are/were from:

(Please circle as many numbers as appropriate)

	Yes	
Year Seven	1	22
Year Eight	1	23
Year Nine	1	24
Year Ten	1	25
Year Eleven	1	26
Year Twelve	1	27

A D P Use Only Column

Q. 7. The Secondary School students in this program are/were

all girls.	1	
mainly girls.	2	
an approximately equal number of girls and boys.	3	28
mainly boys.	4	
all boys.	5	

Comments:

_____

_____

_____

_____

Q. 8. Do/did Secondary School students in this program attend:

separate classes from other students at your institution.	1	
classes together with other students at your institution	2	29
Other arrangement not adequately described above (e.g. some classes together, some separate) (Please specify)	3	

_____

_____

_____

Comments:

_____

_____

_____

_____

_____

A D P Use Only Column

Q. 9. (a) Is/was instruction in this program carried out.

entirely or mainly by the staff of your your institution. 1

by the school staff and your staff in co-operation. 2

entirely or mainly by school staff 3 30

other arrangement (please specify) 4

_____

_____

_____

_____

(b) Is/was instruction in the program carried out:

entirely or mainly on the premises of your institution 1

entirely or mainly on school premises 2 31

other arrangement 3

(Please specify)

_____

_____

_____

_____

(c) How many visist to industry are/were involved in this program?

(Please count <u>each site</u> visited)

[ ][ ] 32 - 33

<u>Comments</u> on Q. 9.

_____

_____

_____

_____

_____

_____

A D P Use Only Column

Q. 10 (a) Did your institution have the right to refuse entry to this program for any student?

Yes	1	
No	2	34
Not sure	3	

(b) Other than right to refuse entry, to what extent was your institution consulted on the selection of secondary School students for this program?

a considerable extent	1	
some extent	2	35
a very limited extent	3	
not at all	4	

Comments on Q. 10.

_____

_____

_____

_____

_____

_____

_____

Q. 11 Which one of the following do/did School students who attend(ed) this program receive

a statement of attendance only	1	
a formal qualification or statement of attainment from the Education Dept.	2	36
a formal qualification or statement of attainment from your own institution	3	
other (e.g. combination, none of the above - please specify)	4	

_____

_____

A D P Use Only Column

Q. 11 (Cont)

Comments:

_____

_____

_____

_____

_____

_____

Q. 12. This program involves students from

one Government Secondary School only	1	
one non-government Secondary School only	2	
more than one Secondary Sch... (all Gov.)	3	37
more than one Secondary School (non Gov)	4	
more than one Secondary School (both Gov. and non-gov)	5	

Q. 13. Are/were there any special insurance arrangements for students attending this program?

Yes	1	
No	2	38
Not sure	3	

Comments:

_____

_____

_____

_____

_____

_____

87

.../9

Q.14. What were the aims of this program (these need not have been formally stated)

Q.15. To what extent do you think there aims were/are being achieved?

Q.16. Please describe any unintended outcomes (positive or negative) of this program.

Q.17. Please describe any problems associated with the planning, implementation or evaluation of this program.

Q.18. Below are some statements which may relate to Link Courses and other Co-Operative Educational Programs. Please indicate the extent to which you consider each of these statements applied to this program, by circling the appropriate number.

Please circle ONE number in each row.

Circle 1 if the statement applied to a considerable extent.
Circle 2 if the statement applied to some extent.
Circle 3 is you are not sure.
Circle 4 if the statement applied to a very limited extent.
Circle 5 if the statement did not apply at all.

	This program:	Cons. Ext.	Some Ext.	Not Sure	Very Lim. Ext.	Not At All	ADP Use Only Column
18.1	... provided students with the useful experience of studying in a more adult environment.	1	2	3	4	5	39
18.2	... encouraged students to regard education as a continuing process.	1	2	3	4	5	40
18.3	... accelerated learning for students with special gifts and/or interests, and those with specific disadvantages.	1	2	3	4	5	41

		Cons. Ext.	Some Ext.	Not Sure	Very Lim. Ext.	Not At All	ADP Use Only Column
18.4	... increased students' awareness of the range of available occupations.	1	2	3	4	5	42
18.5	... enabled students to develop a better understanding of their own capabilities, interests and limitations.	1	2	3	4	5	43
18.6	... developed student readiness for employment and/or post-secondary education.	1	2	3	4	5	44
18.7	... informed students about educational requirements for entry to a range of available occupations.	1	2	3	4	5	45
18.8	... contributed to non-vocational aspects of students' post-school life, e.g. leisure and recreation.	1	2	3	4	5	46
18.9	... informed students about career paths and opportunities for a range of available occupations.	1	2	3	4	5	47
18.10	... provided more educational options than were available through the school only.	1	2	3	4	5	48
18.11	... developed student awareness of the range of opportunities in post-secondary education	1	2	3	4	5	49
18.12	... informed students about occupational skills and attitudes associated with a range of available occupations	1	2	3	4	5	50
18.13	...assisted students to discover some relevance in their school subjects for employment and further education	1	2	3	4	5	51

Q.19(a) Is/was this program the first of its kind in this subject area at your college: 52

Yes 1

No 2

If 'No', please answer sections (b), (c), and (d) below

ADP Use Only Column

(b) On how many previous occasions has such a program been offered at your college

(please include each parallel class and this current 'run' as separate occasions)

in 1979 ☐ 53

before 1979 ☐☐ 54 - 55

Give details of changes in the program in respect of

(i) school years from which students are drawn

.....

.....

.....

(ii) student ability levels

.....

.....

.....

(iii) sex of students

.....

.....

.....

(iv) schools which students attend(ed)

.....

.....

.....

(v) basis of student selection

.....

.....

.....

(vi) class sizes

.....

.....

.....

ADP Use Only Column

(vii) the syllabus content (please give reasons for any changes

.....

.....

.....

.....

.....

.....

.....

.....

(viii) Outcomes of the programme

.....

.....

.....

.....

(ix) Resource allocation by your institution (accommodation, equipment ancilliary and teaching staff)

.....

.....

.....

(x) Other aspects

.....

.....

.....

(d) Please estimate number of students who attended the programme in 1979

Male ☐☐ 56-57

Female ☐☐ 58-59

APPENDIX D

SUMMARY OF DATA ON THE EXTENT OF OVERALL PROVISION IN CO-OPERATIVE EDUCATIONAL PROGRAMS

TABLE A: Number of Institutions Involved in Co-operative Educational Programs

(1) TAFE Colleges			
Included in analysis (see Table 2, p.8)			33
Late or incomplete returns (see Table 1, p.7)			5
Total colleges known to be involved			38
(2) Secondary Schools	Gov't	Non-gov't	Total
Included in analysis (see Table 2, p.8)	32	11	43
Late or incomplete returns (see Table 1, p.7)	6	3	9
Total schools known to be involved	38	14	52

NOTE A: The above figures are almost certainly an *underestimate*. Several institutions did not respond at all, although they may have been involved in co-operative programs. In particular, the following should be noted:

(i) Some colleges did not respond in respect of co-operative programs which fell outside the relatively narrow definition of 'link courses' used by the TAFE Department.

(ii) Some schools did not respond in respect of programs attended by their students outside school hours.

(iii) The response rate from non-government schools was not high.

TABLE B: Number of Students Involved in Co-operative Educational Programs

(1) Students who attended at any time in 1979, as reported by TAFE colleges:

Male	Female	Total
2214	1545	3759

(2) Students attending a current program (3rd term, 1979) or who attended the most recent program conducted in 1979, as reported by secondary schools:

Government	Non-government	Total
1094	425	1519

NOTE B: The above figures are again an underestimate. Data from late and incomplete questionnaires is not included. Some of the TAFE questionnaires did not contain a response in respect of student numbers. As mentioned above (Note A), not all institutions believed to have been conducting programs in 1979 responded.

Realistic estimates of overall involvement would be that: (i) over 5,000 students probably had some involvement in co-operative programs throughout 1979; and (ii) at any one time, 2,000 or more students would be involved in such programs.

NOTE C: Number of Courses

The total number of courses or programs conducted was taken to be 50, for the analysis of data (see Section 2.5, p.8). No consistent definition of what constituted a single course or program emerged (see Section 3.1.2, p.10). Allowing for the kind of underestimation mentioned above (Notes A & B), it could be tentatively concluded that some 60 to 70 programs would have been conducted in 1979. The range of subject areas is indicated in Section 3.1.2, especially Tables 6 & 7.

NOTE D: Resource Expenditure

No realistic estimate of capital costs could be made. Material costs were relatively small (see Section 3.1.7, p.25). While some time was spent by school staff, in particular careers advisors, on the organization of co-operative programs, by far the greatest resource expenditure was in the area of TAFE teachers' time in teaching the courses. The hours indicated in the TAFE questionnaires, analysed as having been committed to such programs, totalled 6490. Allowing for underestimates, a cost of over $100,000 would have been incurred in 1979 for TAFE teaching commitment to co-operative programs. (This does not include considerable unpaid time committed by some teachers, both in colleges and schools.)

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